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ABSTRACT

The purpose of this study was to discover what the nonreturning student does when he leaves Montgomery College and why he left prior to earning a degree. This report is the second phase of a total follow-up study conducted by the Office of Institutional Research. The first phase consisted of a study of what the 1970 graduates were doing four months after graduation. A third phase will sample employer rating of the degree of job preparation of Montgomery graduates. A goal of this study was to establish a base line against which subsequent surveys might be compared and against which trend data might be plotted. (Author/SGM)

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# WHERE HAVE ALL THE FRESHMEN GONE?

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A Follow-up Study of Students

Who Left Montgomery Community College

Prior to Graduation

JC 740 154

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by

Robert L. Gell, Director

David F. Bleil, Research Analyst

Office of Institutional Research

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1973

Rockville, Maryland

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# INTRODUCTION

Each fall approximately 40 percent of the matriculated students who were enrolled at Montgomery Community College the previous spring do not return. While the College can account for the graduates and academic suspensions, there has been no adequate explanation for these nonreturning students. The purpose of this study was to discover what the nonreturning student does when he leaves Montgomery and why he left prior to earning a degree.

This report is the second phase of a total follow-up study conducted by the Office of Institutional Research. The first phase consisted of a study of what the 1970 graduates were doing four months after graduation. A third phase will sample employer rating of the degree of job preparation of Montgomery graduates.

The primary purpose of this study was to establish a base line against which subsequent surveys might be compared and against which trend data might be plotted. The researchers are convinced that follow-up, by and of itself, provides the college community with little basis from which to make decisions affecting the institution. The effect of policy or program changes are difficult to measure until a base line is established.

Because no criteria have been established regarding the non-returning student, no findings reported here can be considered good or bad. The fact that one-fourth of the students who do not return are employed is interesting but tells us little about the College's programs because no one has ever said how many of the students should

be employed. That over half of the nonreturning students continued their education at another school has significance only if in subsequent years the proportion increases or decreases, or someone establishes a program designed to either hold students at the College until graduation or facilitates their transfer prior to graduation.

The value of this study will be measured by the use that has been and will be made of the findings to effect desirable changes in the patterns described here. Each subsequent study should be compared with this base line.

The authors wish to acknowledge the extensive and excellent services provided by Data Systems and the graphic arts unit of the Learning Resources on the Rockville Campus.

Robert L. Gell
Director of Institutional Research

## THE PROBLEM

In the fall of 1970, 61 percent of the students matriculated in career programs, 62 percent of the general education students, and 59 percent of the liberal arts students who were enrolled during the spring semester returned to classes at Montgomery Community College.[1] What had become of the approximately 40 percent of the preceding semester's student body? The purpose of this study was to discover why these students left Montgomery before they earned a degree and to determine what they did after leaving.

## THE METHODOLOGY

All matriculated students eligible to return to Montgomery for fall 1970, but who did not enroll, were identified and mailed a questionnaire late in 1970 (see Appendix D for a copy of the questionnaire). Thirty-five questionnaires were returned by the Post Office because the address was unknown. One student was reported deceased and six questionnaires had to be mailed a second time because the originals were returned in a mutilated condition. A total of 553 usable questionnaires was analyzed out of a possible 1,261. Total return rate was thus 49 percent; the usable return was 44 percent.

The information obtained from the nonreturning students was analyzed to discover significant patterns within the group and then

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[1] Graduates and academically suspended students were omitted.

compared with what was found out about the graduates in Phase I.[2] Meaningful differences between the two groups were sought. Where appropriate, College policy and procedures related to the findings are discussed.

The demographic information collected by the American College Testing Program was useful not only in the preparation of Freshmen Profiles[3] but also as comparison data for other studies such as this follow-up. Use of previously collected A.C.T. data permitted a comparison within a time frame of a few years. Questionnaires can be made shorter and thus less expensive to the College and less annoying to the recipient by not requesting information already on file. These advantages were somewhat mitigated by the fact that A.C.T. data were available only on those students who entered as matriculated freshmen and had recently graduated from high school. Persons over 21 at the time of admission, persons entering with a General Educational Development equivalency diploma, transferees from other institutions, and international students entering as other than first-semester freshmen had no A.C.T. data on file. As of fall 1973 the American College Test is no longer required for admission to Montgomery College.

For a combination of the above reasons, the section of this follow-up dealing with A.C.T. data includes only 272 (49%) of the

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[2]David F. Bleil, The Graduates 1970, (Rockville, Maryland: Montgomery Community College, 1972)

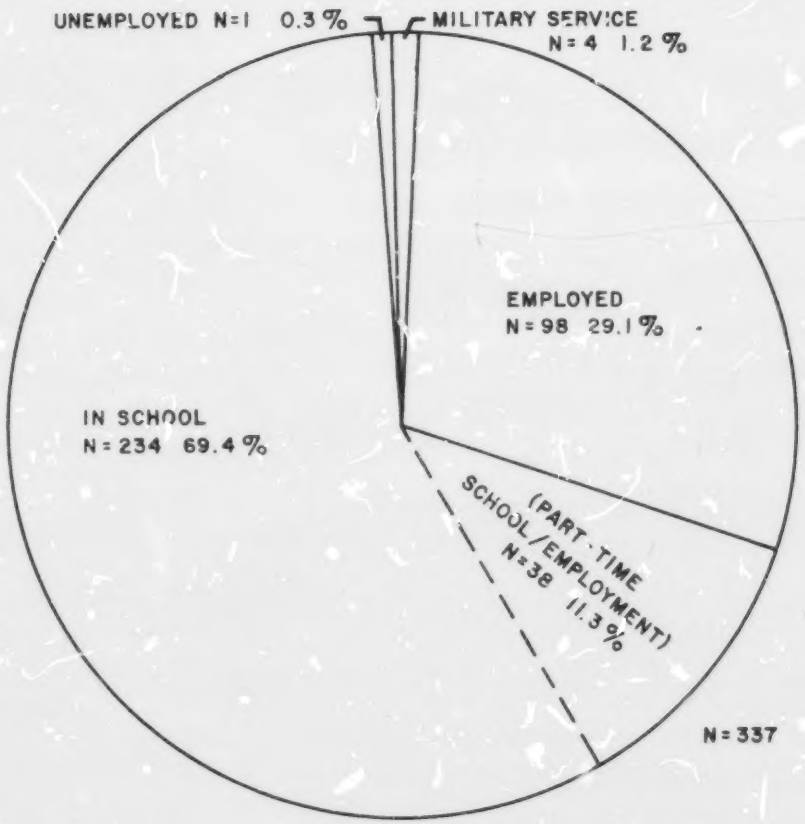
[3]Robert L. Gell, Freshmen Profiles, Fall 1971, (Rockville, Maryland: Montgomery Community College, 1972). pp. 31-34.

553 questionnaire respondents. Because the persons for whom A.C.T. data are unavailable are potentially systematically different from those for whom data are maintained, one should be cautious in generalizing the results of subsequent data distribution patterns to the whole group of nonreturning students.

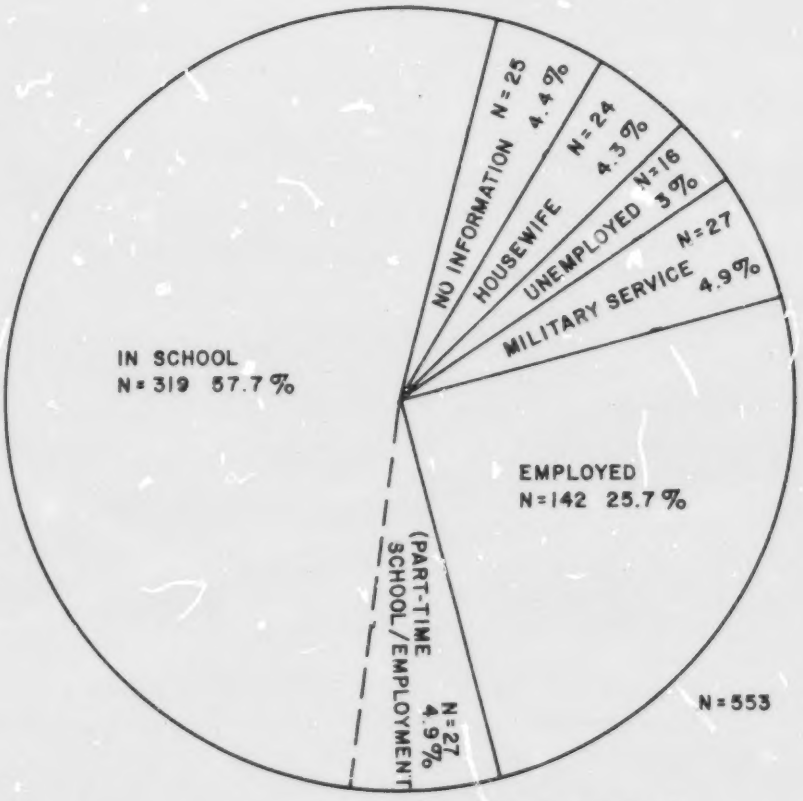
## THE FINDINGS

At first glance it would appear that many of the same activities occupy the eligible nonreturning student as occupy graduates, primarily school and employment. However, a comparison of the pie-charts in Figure 1 indicates that there are some obvious differences. Over two-thirds (69.4%) of the graduates continued their education while less than two-thirds (57.7%) of the nonreturning students were so occupied. Slightly less than one-third (29.1%) of the graduates listed themselves as being employed full- or part-time while the proportion of nongraduates listing themselves as employed was slightly lower. These latter might appropriately be referred to as "early placement."

The most obvious difference is that 12.2 percent of the nonreturning students listed themselves as housewife, unemployed, or in military service. This compares to 1.5 percent of the graduates who listed themselves in the same categories. In this area interpretation is difficult as to which is cause and which is effect. For example, were nonreturning students more vulnerable to the draft because they were no longer in school, or did they leave college because they were drafted during or between terms? Are the




GRADUATES 1970




NON GRADUATES 1970

FIGURE 1

WHAT GRADUATES AND NONGRADUATES DO AFTER LEAVING MONTGOMERY

4.3 percent who listed themselves as housewives not in school because they became wives and college was no longer relevant, or because they became mothers and college was no longer possible?

It is this multiplicity of motives which makes one reluctant to use the term "dropout" to describe the students who leave before completion of a degree or certificate. A degree was not in the educational plans for all students. Matriculated students indicate that 2 percent do not plan to complete the requirements for the Associate in Arts degree at the time of college entrance.[4] Transfer-oriented students may have enrolled with no intention of earning a degree but merely of trying a year at the community college to see how well they could do before transferring to their first choice four-year school. This practice is sometimes encouraged by high school counselors.

Changes in academic regulations already made or contemplated in those institutions receiving transfer students from Montgomery College will no doubt alter the academic pattern of the transfer student. The University of Maryland, for example, will require all transfer students after 1974 to have earned the associate degree, or 56 credit hours. Had this regulation been in effect in 1970 then 155 more students might have been counted among the graduates of Montgomery College. The 155 nonreturning students who transferred to the University of Maryland represent 48.6 percent of the 319 students who transferred to other schools and 28 percent of the 553 former students who replied to the questionnaire.

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[4]Robert L. Gell, Freshmen Profiles, Fall 1969, (Rockville, Maryland: Montgomery Community College, 1970), p. 22.

# PART I

## CURRENT ACTIVITIES OF THE NONRETURNING STUDENT

Where are you now...?

The nonreturning students were asked to indicate what they were doing at the time of the survey. The responses are shown in Table I. Over half of the respondents had transferred and were continuing their education. One-fourth had obtained jobs and were working full-time. About five percent were in the military and another four percent listed themselves as housewives. Three percent said they were unemployed but looking for work. (See also Tables V, XIV, XV, XX, and XXII.)

A.C.T. data concerning the original educational plans of 109 of the 234 nonreturning students who reported that they were not in school were available and are reported in Table II-A. Their interests were widespread and their educational goals tended to include a bachelor's degree or higher, suggesting they may have changed their educational plans since writing the A.C.T. examination or that they may return to college at a later date. (See also Tables V, VI, and XVII.)

TABLE I

CURRENT ACTIVITY OF NONRETURNING STUDENTS

| Current Activity | Number | Percent |
|---|---|---|
| Now in school (full- and part-time) | 319 | 57.7 |
| In military service | 27 | 4.9 |
| Employed full-time (early placement) | 142 | 25.7 |
| Looking for employment | 16 | 3.0 |
| Housewife | 24 | 4.3 |
| No response | 25 | 4.4 |
| TOTAL | 553 | 100.0 |

TABLE II-A

INTENDED MAJOR AND DEGREE PLANS OF NONRETURNING STUDENTS
WHO DID NOT TRANSFER

NOT ENROLLED IN SCHOOL

Intended Major

| | | | | | |
|---|---|---|---|---|---|
| None given | 22 | Secretarial Science | 3 | Creative Writing | 1 |
| Elementary Ed. | 11 | Math & Statistics | 1 | English Literature | 2 |
| Physical Ed. | 3 | Meteorology | 1 | Foreign Language | 1 |
| Secondary Ed. | 3 | Oceanography | 1 | Music | 1 |
| Education, Other | 3 | Physics | 1 | General Ed. | 5 |
| History | 3 | Dental Hygiene | 1 | Arts & Humanities | 1 |
| Home Economics | 2 | Dentistry | 1 | Aero. Engineering | 1 |
| Psychology | 1 | Mortuary Science | 1 | Architec'l. Engr. | 2 |
| Social Work | 2 | Nursing | 4 | Electronic Engr. | 3 |
| Advertising | 1 | Occupational Therapy | 1 | Other Engineering | 1 |
| Business Adm. | 12 | Veterinary Medicine | 1 | Industrial Arts | 2 |
| Data Processing | 3 | Art & Sculpture | 2 | Other Trades | 1 |
| Law | 1 | Architecture | 1 | Housewife | 2 |

Majors 37
Students 109

EDUCATIONAL PLANS

| | Number | Percent |
|---|---|---|
| Less than 2 years certificate | 5 | 4.6 |
| A.A. degree | 22 | 20.2 |
| B.A. or equivalent | 48 | 44.0 |
| M.A. or equivalent | 27 | 24.7 |
| Ph.D. or equivalent | 3 | 2.8 |
| M.D. | 1 | .9 |
| Other degree | 3 | 2.8 |
| TOTAL | 109 | 100.0 |

Source: American College Testing Program

Of the students continuing their education, an analysis of the responses revealed that the University of Maryland enrolled the largest number with the greatest diversity of intended majors. The most common educational expectation for the University of Maryland transferees was the B.A., or equivalent, while a substantial proportion (45%) intended to complete a master's, or higher, degree. (See Table II-B) A larger proportion of the students transferring to Maryland had intended majors in the engineering area than those transferring to other schools.

The draw of the Maryland state colleges for Montgomery's non-returning students appears to be highest in the education curriculum which has a higher proportion of intended majors in this area than do the other schools. As can be seen from Tables II-B and II-C there is less variability in the choice of majors transferring to the state colleges than to the University. One-third of those transferring to the state colleges indicated they expected to earn a degree beyond the bachelor's. This is lower than the 45 percent of the University transferees who plan to earn a graduate degree.

The least variability in choice of majors was found in those nongraduates who transferred to District of Columbia schools. (See Table II-D) Too few students had complete data available to make any judgment concerning the proportionate representation of various curriculums. Degree aspirations of these students all indicated B.A. or higher.

TABLE II-B

INTENDED MAJOR AND DEGREE PLANS OF TRANSFERRING NONRETURNING STUDENTS BY RECEIVING INSTITUTION

UNIVERSITY OF MARYLAND

Intended Major

| | | | | | |
|---|---|---|---|---|---|
| None given | 17 | Data Processing | 3 | Nursing | 1 |
| Elementary Ed. | 10 | Law | 3 | Physical Therapy | 1 |
| Secondary Ed. | 1 | Public Relations | 1 | Arts & Sculpture | 1 |
| Education, Other | 3 | Biology | 1 | Drama | 2 |
| History | 2 | Chemistry | 1 | Journalism | 1 |
| Home Economics | 1 | Oceanography | 2 | General Education | 2 |
| Psychology | 3 | Agriculture | 2 | Architec'l. Engr. | 1 |
| Sociology | 3 | Dental Hygiene | 2 | Automotive Engr. | 1 |
| Accounting | 1 | Dentistry | 1 | Chemical Engr. | 2 |
| Business Adm. | 10 | Dietetics | 1 | Mechanical Engr. | 1 |
| | | Electronic Engr. | 2 | | |
| | | Majors | 30 | | |
| | | Students | 83 | | |

EDUCATIONAL PLANS

| | Number | Percent |
|---|---|---|
| A.A. degree | 3 | 3.6 |
| B.A. or equivalent | 43 | 51.8 |
| M.A. or equivalent | 28 | 33.8 |
| Ph.D. or equivalent | 1 | 1.2 |
| M.D. | 2 | 2.4 |
| LL.B. | 3 | 3.6 |
| Other degree | 3 | 3.6 |
| TOTAL | 83 | 100.0 |

Source: American College Testing Program

TABLE II-C

INTENDED MAJOR AND DEGREE PLANS OF TRANSFERRING NONRETURNING STUDENTS BY RECEIVING INSTITUTION

MARYLAND STATE COLLEGES

| Intended Major | |
|---|---|
| None given | 4 |
| Elementary Education | 5 |
| Physical Education | 2 |
| Secondary Education | 2 |
| Psychology | 1 |
| Business Administration | 2 |
| Data Processing | 1 |
| Secretarial Science | 1 |
| Art | 1 |
| Music | 1 |
| General Education | 1 |
| Majors | 10 |
| Students | 21 |

EDUCATIONAL PLANS

| | Number | Percent |
|---|---|---|
| B.A. or equivalent | 14 | 66.6 |
| M.A. or equivalent | 2 | 9.5 |
| Ph.D. or equivalent | 3 | 14.3 |
| LL.B. | 1 | 4.8 |
| Other degree | 1 | 4.8 |
| TOTAL | 21 | 100.0 |

Source: American College Testing Program

TABLE II-D

INTENDED MAJOR AND DEGREE PLANS OF TRANSFERRING NONRETURNING STUDENTS BY RECEIVING INSTITUTION

DISTRICT OF COLUMBIA SCHOOLS

| Intended Major | |
|---|---|
| None given | 3 |
| Business Administration | 1 |
| Political Science | 1 |
| English Literature | 1 |
| Majors | 3 |
| Students | 6 |

EDUCATIONAL PLANS

| | Number | Percent |
|---|---|---|
| B.A. or equivalent | 2 | 33.3 |
| M.A. or equivalent | 1 | 16.7 |
| Ph.D. or equivalent | 2 | 33.3 |
| Other degree | 1 | 16.7 |
| TOTAL | 6 | 100.0 |

TECHNICAL SCHOOLS

| Intended Major | |
|---|---|
| None given | 2 |
| Music | 1 |
| Liberal Arts | 1 |
| Majors | 2 |
| Students | 4 |

EDUCATIONAL PLANS

| | Number | Percent |
|---|---|---|
| B.A. or equivalent | 3 | 75 |
| M.A. or equivalent | 1 | 25 |
| TOTAL | 4 | 100 |

Source: American College Testing Program

The universities and colleges outside of the Maryland-District of Columbia area attracted students with diverse intended majors second only to the University of Maryland. (See Table II-E) Students in allied health and medical curriculums at Montgomery tended to transfer to these out-of-area schools. The degree aspirations supported this observation. Nongraduates intending to earn an M.D. degree were 6 percent of the out-of-area transferees while M.D. degree seekers were 2 percent of those transferring to the University of Maryland. Fewer persons interested in business or politics as a prospective major transferred to out-of-area schools both in total numbers and in proportion compared to the other schools.

As more data accumulate from subsequent follow-ups, it should be possible to determine with more precision the curricular selectivity of the principal receiving schools of our students, graduates, or otherwise. Trends in curriculum enrollment will illuminate areas of employment difficulties or opportunities and changes in the "fashionableness" of certain majors. (See also Table XV)

The curriculum major designations used by A.C.T. are not identical with those of Montgomery College. The following tabulation (Table III) is by the Montgomery College designations. It should be noted that this table contains the total respondents while Table II contained only those for whom the A.C.T. data were available. Therefore, the totals are different. One point of discrepancy which can be recognized is the small number (five) of transferees enrolled in Montgomery College's health curriculums (Allied Health, Medical Technology, and Nursing) compared with the thirteen who indicated

TABLE II-E

INTENDED MAJOR AND DEGREE PLANS OF TRANSFERRING NONRETURNING STUDENTS
BY RECEIVING INSTITUTION

UNIVERSITY OR COLLEGE OUT OF MD/DC AREA

Intended Major

| | | | | | |
|---|---|---|---|---|---|
| None given | 8 | Foreign Service | 1 | Arts & Sculpture | 2 |
| Elementary Ed. | 3 | Archaeology | 1 | Drama | 1 |
| Physical Ed. | 2 | Mathematics | 2 | Foreign Language | 2 |
| Secondary Ed. | 2 | Agriculture | 1 | General Ed. | 1 |
| History | 1 | Fish & Game Mgt. | 1 | Humanities | 1 |
| Psychology | 1 | Dentistry | 3 | Electrical Engr. | 2 |
| Sociology | 2 | Dietitics | 1 | Aviation | 1 |
| Data Processing | 3 | Medical Tech. | 1 | Industrial Arts | 1 |
| Law | 2 | Nursing | 1 | Housewife | 1 |
| | | Veterinary Medicine | 1 | | |
| | | Majors | 26 | | |
| | | Students | 49 | | |

EDUCATIONAL PLANS

| | Number | Percent |
|---|---|---|
| Less than 2 years certificate | 1 | 2.0 |
| A.A. degree | 2 | 4.1 |
| B.A. or equivalent | 20 | 40.8 |
| M.A. or equivalent | 17 | 34.7 |
| Ph.D. | 2 | 4.1 |
| M.D. | 3 | 6.1 |
| LL.B. | 2 | 4.1 |
| Other | 2 | 4.1 |
| TOTAL | 49 | 100.0 |

Source: American College Testing Program

TABLE III

CURRICULA OF MONTGOMERY STUDENTS AND THE INSTITUTIONS TO WHICH THEY TRANSFERRED

| MONTGOMERY COLLEGE CURRICULUM | UNIVERSITY OF MARYLAND | MARYLAND COLLEGES | COLLEGE OR UNIV. IN D. C. | OUT OF STATE SCHOOL | TRADE OR TECH. SCHOOL | TOTAL RESPONDENTS IN CURRICULUM | PROPORTION OF RESPONDENTS TRANSFERRING |
|---|---|---|---|---|---|---|---|
| Business Administration | 15 | 2 | 4 | 6 | 1 | 55 | 50.9% |
| Data Processing | 2 | 0 | 0 | 6 | 1 | 19 | 47.4% |
| Allied Health (Composite) | 1 | 0 | 1 | 0 | 0 | 5 | 40.0% |
| Education* (Composite) | 30 | 18 | 1 | 12 | 2 | 91 | 68.1% |
| Engineering Technology | 0 | 0 | 0 | 1 | 1 | 5 | 60.0% |
| Engineering | 13 | 1 | 1 | 3 | 1 | 29 | 65.5% |
| Fine Arts | 3 | 2 | 3 | 4 | 0 | 19 | 63.2% |
| General Business | 2 | 1 | 1 | 0 | 0 | 8 | 50.0% |
| General Education | 46 | 6 | 10 | 36 | 3 | 175 | 57.7% |
| Liberal Arts@ (Composite) | 37 | 3 | 11 | 15 | 1 | 96 | 69.8% |
| Medical Technology | 0 | 0 | 0 | 1 | 0 | 1 | 100.0% |
| Nursing | 0 | 1 | 0 | 1 | 0 | 6 | 33.3% |
| Criminal Justice | 1 | 0 | 0 | 0 | 0 | 6 | 16.7% |
| Radiation Science | 0 | 0 | 0 | 0 | 0 | 1 | No Transfers Reported |
| Radiologic Technology | 0 | 0 | 0 | 0 | 0 | 1 | No Transfers Reported |
| Secretarial (Composite) | 0 | 0 | 0 | 0 | 0 | 16 | No Transfers Reported |
| Visual Communication Tech. | 5 | 0 | 0 | 2 | 1 | 20 | 40.0% |
| TOTALS | 155 | 34 | 32 | 87 | 11 | 553 | 57.7% |

TOTAL IN SCHOOL - 319

(*Includes Elementary, Secondary, Music Ed. and Physical Ed.)

(@Includes Pre-professional)

intention to major in health and medical curriculums and who transferred to other schools. Perhaps one of the forces driving students to transfer before completion of an associate degree is the desire to find curriculums which more closely match their original educational goal. Also, it must be kept in mind that the allied health curriculums lead to immediate employment and not transfer.

Table IV is a condensed breakdown of the receiving institutions by Montgomery's career and transfer curriculum designations. The correlation of proportion of career/transfer with attendance at particular categories of schools is a low .15. This indicates little or no selectivity by the receiving schools with regard to the career/transfer curriculum designation of the students. In other words, the career-oriented nongraduate has the same probability of transferring into the University of Maryland as has the transfer nongraduate. The single exception to the evidence of equi-probability of transfer is the higher than proportional rate of transfer of career-oriented students into trade or technical schools. The actual number of transferees compared with the number that might be expected, based on this proportion, was a ratio of 3:1. Since the number of students is so small this ratio could be due to sampling variation. The probability of obtaining this ratio from a sample of this size is five chances in 100.

Current educational plans

The A.C.T. program asks high school seniors (and juniors in some cases) to indicate the highest level of education they intend to

TABLE IV

CAREER AND TRANSFER ORIENTED STUDENTS AND THE INSTITUTIONS TO WHICH THEY TRANSFERRED

| Montgomery Curriculum Designation | University of Maryland | Maryland Colleges | College or Univ. in D.C. | Out of State School | Trade or Tech. School | Total Respondents in Curriculum | Proportion of Respondents Transferri |
|---|---|---|---|---|---|---|---|
| Career | 11 | 3 | 2 | 11 | 3 | 88 | 34.1% |
| Transfer | 144 | 31 | 30 | 76 | 8 | 465 | 62.2% |
| TOTAL | 155 | 34 | 32 | 87 | 11 | 553 | 57.7% |

TABLE V

PLANNED EDUCATIONAL LEVEL OF NONRETURNING STUDENTS COMPARED WITH THEIR CURRENT STATUS

| Current Status | Less than two years - Cert. | Associate in Arts | Bachelor's | Master's or above | Total | Percer |
|---|---|---|---|---|---|---|
| In school | 1 | 5 | 82 | 75 | 163 | 59.9 |
| Military service | 0 | 1 | 6 | 7 | 14 | 5.2 |
| Employed | 3 | 16 | 35 | 24 | 78 | 28.7 |
| Seeking employment | 1 | 3 | 2 | 3 | 9 | 3.3 |
| Housewife | 1 | 2 | 5 | 0 | 8 | 2.9 |
| TOTAL | 6 | 27 | 130 | 109 | 272 | 100.0 |
| Percent | 2.2 | 9.9 | 47.8 | 40.1 | 100 | |

Source: American College Testing Program

seek. Table V indicates the distribution of educational plans by the current status of those students on whom records are complete. Two percent of the respondents with A.C.T. information on file indicated they planned less than an Associate in Arts as their highest level of academic accomplishment. These students may be regarded as having achieved their educational goals at Montgomery College even though they do not appear in the graduation statistics.

One hundred sixty-three respondents (59.9%) included in the 272 with A.C.T. information transferred. Of these, six had indicated previously that the Associate in Arts or Certificate was as far as they planned to go with their formal education. For them the continuation of education represents an upward adjustment of their goals. There remains 90 respondents (33%) for whom their former educational aspirations and present activities do not seem to match. These are the ones to whom the term "dropout" is usually applied.

By further examination of Table V it can be seen that proportionately fewer persons in the categories other than "in school" aspired to an academic degree higher than the bachelor's level. The probability of a person in this population who aspires to higher than a bachelor's degree continuing on in school even though he or she did not graduate from Montgomery is .69. The probability of a respondent from the same population who aspired to a bachelor's degree (or less) continuing in school without receiving an A.A. is .54. Thus there is a moderate correlation between level of educational aspiration and persistence in school among those who left Montgomery College without graduating.

Table VI compares the planned educational level of the nonreturning students with that of the total 1969 freshman class. The proportion of the follow-up population who selected a given level of academic aspiration agrees quite closely with that of the 1969 class.[5] This is supporting evidence to the hypothesis that the nonreturning students are fairly representative of the total student body with respect to their educational expectations.

A note of caution should be injected at this point. Wherever there is selectivity involved, such as the completion of a degree or diploma as a condition for acceptance into continuing higher education, a positive correlation will exist between past and present scholastic achievement which is higher than would be the case if all levels of the educational system were "open door." This does not prove that the academic degree was necessary to succeed in further education. It does show that the degree or diploma is required to try for further education.

Table VII is a comparison of the transfer proportion of the 1970 graduates with that of the nonreturning group.[6] It can be seen that the transfer patterns of both groups are quite similar. Apparently a substantial number of the student body is convinced that there is little advantage in receiving the Associate in Arts degree when they can transfer and start working toward a more advanced degree earlier. Their area of concern may be the extra requirements for the Associate in Arts degree above and beyond transfer requirements or for paying the graduation fee.

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[5] Ibid., p. 22.

[6] Bleil, op. cit., p. 22.

TABLE VI

COMPARISON OF TOTAL 1969 FRESHMAN DEGREE EXPECTATIONS WITH THE NONRETURNING STUDENTS 1970 SAMPLE

| Degree Expectations | Nonreturning Students 1970 | Freshmen 1969 |
|---|---|---|
| Certificate | 2% | 2% |
| Associate in Arts | 10% | 19% |
| Bachelor's or Equivalent | 48% | 44% |
| M.A. or Equivalent | 28% | 21% |
| Ph.D. or Equivalent | 4% | 5% |
| M.D. or Equivalent | 3% | 2% |
| LL.B. or Equivalent | 5% | 7% |

Source: American College Testing Program

The percentages of each group of students who transferred to particular area schools agree well with two exceptions. The number of graduates transferring to the University of Maryland is higher than would be expected and the number of nongraduates was lower than expected on the basis of proportion. With respect to schools outside Maryland and the District of Columbia the relative proportions were reversed. The nongraduates were more frequently represented in the out-of-state transfers than were the graduates compared with what would be expected on the basis of proportion. Because of these two major differences, the correlation between graduate and nongraduate transferees with respect to where they transferred was .15. The difference between expected and actual number of students from the graduate and nongraduate groups transferring to the University of Maryland and schools out-of-state and the District of Columbia was so great that it would not occur by chance more often than once in a hundred samples.

TABLE VII

WHERE NONGRADUATES AND GRADUATES TRANSFER

| | Nongraduates | | | Graduates | | |
|---|---|---|---|---|---|---|
| | Total Number | Percent of Total | Percent of Transfers | Total Number | Percent of Total | Percent of Transfers |
| University of Maryland | 155 | 28.0 | 48.6 | 135 | 40.1 | 57.7 |
| Other Maryland schools | 34 | 6.2 | 10.7 | 25 | 7.4 | 10.7 |
| D.C. Colleges & Univ. | 32 | 5.8 | 10.0 | 32 | 9.5 | 13.7 |
| Schools outside Md./D.C. | 87 | 15.7 | 27.3 | 33 | 9.8 | 14.1 |
| Trade/Technical schools | 11 | 2.0 | 3.4 | 9 | 2.7 | 3.8 |
| Did not transfer | 234 | 42.3 | 0 | 103 | 30.5 | 0 |
| TOTAL | 553 | 100.0 | 100.0 | 337 | 100.0 | 100.0 |

How well did Montgomery College prepare you for your present school?

Transferring nongraduates were asked to rate the preparation they had received at Montgomery College on a scale from 1 - "Not at all well" to 5 - "Excellently." These ratings for various Montgomery College majors are displayed on Table VIII categorized by the groupings of receiving schools. Only one statistically significant difference was found between the mean ratings of preparation for different schools. This was the difference between the ratings overall and the ratings by the nongraduates who transferred to the trade and technical schools. These students tended to feel less well prepared than the students transferring to other schools.

Overall, transferees rated their preparation 3.4, or roughly halfway between "Well" and "Very well." The standard error of the mean was 0.058 which was small enough to assure one that the overall results are quite stable. This stability does not hold for the cells where the number of nongraduates responding was small. In fact any attitude score derived from less than six students is probably unacceptable as an estimate of the feelings of all nongraduates in that given category. Within these limits there were no negative group ratings by major or receiving school. In other words, Montgomery students feel they have been well prepared for their work at the institutions to which they transfer. (See also Table XXX)

Did you lose credits when you transferred?

Students who transferred were asked if they had lost credit in transferring and of the 319 who transferred, 312 answered the question.

TABLE VIII

TRANSFEREES' RATING OF PREPARATION AT MONTGOMERY BY CURRICULUM AND RECEIVING INSTITUTIONS

(Rating was on a scale of 1 to 5)

| Montgomery Curriculum | University of Maryland | | | Maryland State Colleges | | | D.C. Colleges & Universities | | | Out of Maryland/ D.C. Area | | | Trade and Technical Schools | | | Summary | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | $\bar{X}$ | | N | $\bar{X}$ | $\sigma$ | N | $\bar{X}$ | $\sigma$ | N | $\bar{X}$ | $\sigma$ | N | $\bar{X}$ | $\sigma$ | N | $\bar{X}$ | $\sigma$ |
| Business Administration | 15 | 3.36 | 0.75 | 2 | 4.0 | 0.0 | 4 | 3.0 | 1.4 | 6 | 3.8 | 0.45 | 1 | 3.0 | 0.0 | 28 | 3.3 | 0.95 |
| Data Processing | 2 | 3.0 | 0.0 | 0 | | | 0 | | | 6 | 3.8 | 0.75 | 1 | 4.0 | 0.0 | 9 | 3.7 | 0.70 |
| Dental Assistant & Lab. Tech. | 1 | 2.0 | 0.0 | 0 | | | 1 | 4.0 | 0 | 0 | | | 0 | | | 2 | 3.8 | 1.08 |
| Elementary Education | 22 | 4.1 | 1.02 | 7 | 3.9 | 1.06 | 0 | | | 6 | 3.9 | 1.06 | 1 | 3.0 | 0.0 | 36 | 3.8 | 1.05 |
| Secondary Education | 6 | 3.8 | 1.17 | 3 | 3.3 | 0.58 | 0 | | | 3 | 3.6 | 0.98 | 0 | | | 12 | 3.7 | 1.03 |
| Engineering | 13 | 3.3 | 0.95 | 1 | 4.0 | 0.0 | 1 | 3.0 | 0.0 | 3 | 3.2 | 1.06 | 1 | 1.0 | 0.0 | 19 | 3.3 | 0.99 |
| Electronic Tech. & Engineering Aide | 0 | | | 0 | | | 0 | | | 1 | 3.0 | | 1 | 1.0 | | 2 | 1.7 | 1.15 |
| Fine Arts | 0 | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 | | |
| General Business | 2 | 2.5 | 1.0 | 1 | 3.0 | | 1 | 3.0 | | 0 | | | 0 | | | 4 | 2.75 | 0.50 |
| General Education | 45 | 3.3 | 1.16 | 6 | 2.8 | 1.09 | 8 | 3.5 | 0.93 | 36 | 3.4 | 0.96 | 3 | 3.2 | 1.08 | 98 | 3.2 | 1.08 |
| Liberal Arts | 31 | 3.5 | 1.03 | 3 | 3.3 | 0.58 | 11 | 3.8 | 1.07 | 15 | 3.0 | 1.19 | 1 | 3.0 | | 63 | 3.5 | 1.07 |
| Education - Music | 1 | 4.0 | 0.0 | 2 | 4.0 | 0.0 | 1 | 2.0 | 0.0 | 1 | 4.0 | 0.0 | 1 | 3.0 | 0.0 | 6 | 3.5 | 0.84 |
| Nursing & Medical Tech. | 0 | | | 1 | 4.0 | 0.0 | 0 | | | 1 | 5.0 | 0.0 | 0 | | | 2 | 4.5 | 0.71 |
| Physical Education | 0 | | | 5 | 4.1 | 0.69 | 0 | | | 1 | 4.0 | 0.0 | 0 | | | 6 | 3.2 | 0.75 |
| Criminal Justice | 1 | 3.0 | 0.0 | 0 | | | 0 | | | 0 | | | 0 | | | 1 | 3.0 | 0.0 |
| Pre-Professional | 6 | 3.9 | 1.13 | 0 | | | 0 | | | 0 | | | 0 | | | 6 | 3.9 | 1.13 |
| Visual Communications Technology | 5 | 3.2 | 0.84 | 0 | | | 0 | | | 2 | 3.57 | 0.97 | 1 | 2.0 | 0.0 | 8 | 3.1 | 0.49 |
| SUMMARY | 150 | 3.5 | 1.06 | 31 | 3.3 | 0.93 | 27 | 3.5 | 1.15 | 81 | 3.5 | 0.97 | 11 | 2.2 | 1.08 | 300 | 3.43 | 1.053 |
| No response | 5 | | | 3 | | | 5 | | | 6 | | | 0 | | | 19 | | |

Legend: Scale: 1 - Not at all 2 - A little 3 - Well 4 - Very well 5 - Excellently

Overall attitude mean score - 3.43

Overall standard error of mean - 0.058

Indicating "Yes" they had lost credit were 192 of the 312 (61.5%). The remaining 38.5 percent stated that they had lost no credits in transfer. (See Table IX)

TABLE IX

CREDIT LOST IN TRANSFER

| Receiving Institutions | Reported Credit Lost | | Reported No Credit Lost | | No Response Given | | Total |
|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | |
| University of Maryland | 102 | 66 | 50 | 32 | 3 | 2 | 155 |
| Other Maryland Colleges | 22 | 65 | 11 | 32 | 1 | 3 | 34 |
| D.C. Univ. or Colleges | 14 | 44 | 16 | 50 | 2 | 6 | 32 |
| Out of Maryland/D.C. | 53 | 61 | 34 | 39 | 0 | 0 | 87 |
| Trade & Technical Schools | 1 | 9 | 9 | 82 | 1 | 9 | 11 |
| TOTAL | 192 | 60 | 120 | 38 | 7 | 2 | 319 |

The number of reported credits lost was compared with the schools which received the transferring students in order to determine if patterns exist. The apparent differences from the pattern are found in the higher percentage of transferees reporting no credit lost when transferring to trade or technical schools or to universities or colleges in the District of Columbia. However, the correlation between schools attended and credit reported lost was .19 indicating that the likelihood of losing credit is nearly uniform at the schools in the different areas. This finding is a reverse of the experience of the 1970 graduating class who tended to lose more credit when they transferred to the University of Maryland.

If you're in the military...?

Although only 27 respondents indicated that they were in the military service, 28 respondents indicated plans following completion of service. Using the 28 as the base, responses were tabulated in Table X.

TABLE X

PLANS OF NONRETURNING STUDENTS REGARDING MILITARY SERVICE

| | Number | Percent |
|---|---|---|
| Plan to make a career of the military | 4 | 14.3 |
| Plan to return to school after military service | 20 | 71.4 |
| Plan to find or return to a job after military service | 4 | 14.3 |
| TOTAL | 28 | 100.0 |

Those in the service were also asked:

1. Is the military giving you training in skills which are usable in civilian occupations?
2. If yes, is the training related to your studies at Montgomery?
3. Do you plan to continue in this field when you leave the service?

The majority indicated that they were receiving training and that it was useful but unrelated to their Montgomery College studies. The respondents were nearly evenly divided about planning to continue in their military field of training at the end of their service obligation. (See Table XI)

TABLE XI

CAREER TRAINING RECEIVED IN MILITARY
BY NONRETURNING STUDENTS

| | Receiving Useful Career Training | | Training is Related to MC Studies | | Plan to Continue Studies after Discharge | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Yes | 25 | 89 | 11 | 44 | 13 | 46 |
| No | 3 | 11 | 14 | 56 | 10 | 36 |
| No response | 0 | 0 | 0 | 0 | 5 | 18 |
| TOTAL | 28 | 100 | 25 | 100 | 28 | 100 |

This high proportion of nonreturning students indicating that the military is serving a career-educational role has important implications for those in the College who plan programs for veterans. How to integrate the military experience with college experience and how to provide appropriate credit for training received in service will have to be studied in more detail.

The complete elimination of student deferments has removed the necessity of requiring eligible students to finish a specified number of credits within a given time frame. The effect of the military on enrollment is apparent with the 27 former students who reported they were in the military, eight student transfers to keep draft deferments current, and five former students leaving the area as a result of military transfers; thus, forty of the 553 nonreturning students (7.2%) were directly affected by the military.

Why did you leave Montgomery College?

The nonreturners were asked why they left Montgomery College and were given eight possible alternatives and an additional open-ended option. This last option proved to be the most popular, indicating that the alternatives will have to be revised and expanded in future questionnaires. (See Table XII)

TABLE XII

WHY STUDENTS LEFT MONTGOMERY PRIOR TO GRADUATION

| Listed Options | Number | Percent |
|---|---|---|
| Took a job | 44 | 8.0 |
| Could not get good enough grades | 7 | 1.3 |
| Too much course work | 3 | 0.5 |
| School wasn't relevant | 19 | 3.4 |
| Military service interfered | 22 | 4.0 |
| Personal - nothing to do with school | 110 | 19.9 |
| Was confused about what was expected | 3 | 0.5 |
| Only needed certain courses for job or promotion | 10 | 1.8 |
| Other | 263 | 47.6 |
| No response | 72 | 13.0 |
| TOTAL | 553 | 100.0 |

Tabulation of the "other" response column generated the student options found in Table XIII - A and B.

TABLE XIII-A

"OTHER" REASONS WHY STUDENTS LEFT MONTGOMERY PRIOR TO GRADUATION

| Student Generated Reasons | Number | Percent |
|---|---|---|
| Transferred to another school | 69 | 12.5 |
| Moved out of the area | 16 | 2.9 |
| Completed educational plans | 14 | 2.5 |
| Would lose time or credits in transfer if student stayed to complete A.A. | 13 | 2.4 |
| Do not consider A.A. important | 12 | 2.2 |
| Course(s) wanted not given | 11 | 2.0 |
| Planning to travel | 9 | 1.6 |
| Bored | 9 | 1.6 |
| Illness or accident | 8 | 1.5 |
| Uncertain as to wants or needs | 8 | 1.5 |
| Married | 8 | 1.5 |
| Maternity[+] | 8 | 1.5 |
| Comply with Draft Board regulations in order to keep deferment[@] | 8 | 1.5 |
| Have reenrolled at Montgomery College | 6 | 1.1 |
| Have graduated from Montgomery College[#] | 6 | 1.1 |

[+]Married/maternity represents separate responses of separate individuals.

[@]Selective Service regulations formerly required student's satisfactory completion of one-quarter of requirements for A.A. each semester in order to maintain IIS deferment (IIS now eliminated).

[#]Students may have transferred credit back from a four-year college and received the A.A.

The responses listed in Table XIII-B were given by less than 1 percent of the respondents.

TABLE XIII-B

"OTHER" REASONS WHY STUDENTS LEFT MONTGOMERY PRIOR TO GRADUATION (Continued)

| Student Generated Reasons | Number |
|---|---|
| Need to get away from home | 5 |
| Military transfer of student or husband of student | 5 |
| Self-employed entrepreneur | 4 |
| Had accumulated more credits than receiving school would accept | 4 |
| Had insufficient funds | 4 |
| Would not specify | 4 |
| Had irregular work schedule | 3 |
| Did not like to commute | 3 |
| Necessary courses were cancelled | 3 |
| Working and housewife duties | 2 |
| Changed goals | 2 |
| College required irrelevant courses | 2 |
| Joined a kibbutz | 2 |
| Looking for better faculty | 2 |
| Could not get around campus in a wheelchair | 1 |
| Conflict with full-time job | 1 |
| School not fulfilling | 1 |
| Mixup on registration | 1 |
| Lacked motivation | 1 |
| On vacation | 1 |

In at least two areas external policy changes will affect the reasons given for failure to complete the associate degree; changes in draft regulations and changes in transfer policies at the University

of Maryland will most likely result in the future in greater emphasis on the Associate in Arts degree for transfer. (See also Tables XVI, XVII, XXI, XXIV, and XXV)

## PART II

## INSTITUTIONAL VARIABLES AND THE NONRETURNING STUDENT

Cross tabulations were prepared with different institutional variables to determine if a relationship existed between them and the various activities engaged in by the nonreturning students. The search for such relationships is one manner of studying the influence of the characteristics of an institution. Current research in this area, such as the American Council on Higher Education's longitudinal study, has clearly established that institutional characteristics do in fact influence students in a number of important nonacademic ways.[7]

### Curriculum

One of the institutional characteristics which is apt to have an effect on the student's subsequent activity is the curriculum in which the individual matriculated. Statistical comparisons were possible only between the school and employment categories because too few observations fell into the other areas. Table XIV compares the current activities of the nonreturning students with their curriculum at Montgomery College. There is a small but significant correlation of 0.29 (less than one chance in a hundred of error) between curriculums and the probability of being employed or in school. Thus, if a

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[7]Laura Kent, The ACE Office of Research, Its Purposes and Activities, (Washington, D. C.: American Council on Education, 1972), pp. 5-18.

TABLE XIV

CURRENT ACTIVITIES OF NONRETURNING STUDENTS COMPARED WITH MONTGOMERY COLLEGE CURRICULUM

| MONTGOMERY CURRICULUM | IN SCHOOL | IN MILITARY SERVICE | EMPLOYED FULL-TIME | LOOKING FOR EMPLOYMENT | HOUSEWIFE | OTHER OR NO INFORMATION | SUMMARY NUMBER | SUMMARY PERCENT |
|---|---|---|---|---|---|---|---|---|
| Business Administration | 28 | 4 | 21 | 0 | 1 | 1 | 55 | 10.0 |
| Data Processing | 9 | 0 | 10 | 0 | 0 | 0 | 19 | 3.4 |
| Dental Assisting | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0.4 |
| Dental Laboratory Technology | 1 | 0 | 1 | 0 | 0 | 1 | 3 | 0.5 |
| Education (Composite) | 63 | 4 | 18 | 1 | 5 | 0 | 91 | 16.5 |
| Engineering | 19 | 1 | 5 | 2 | 0 | 2 | 29 | 5.2 |
| Engineering Technologies | 2 | 1 | 1 | 1 | 0 | 0 | 5 | 0.9 |
| Fine Arts | 12 | 0 | 1 | 0 | 4 | 2 | 19 | 3.4 |
| General Business | 4 | 1 | 3 | 0 | 0 | 0 | 8 | 1.4 |
| General Education | 101 | 11 | 40 | 8 | 7 | 8 | 175 | 31.7 |
| Liberal Arts (Composite) | 67 | 3 | 15 | 1 | 2 | 8 | 96 | 17.3 |
| Medical Technology | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.2 |
| Nursing | 2 | 0 | 1 | 0 | 2 | 1 | 6 | 1.1 |
| Criminal Justice | 1 | 2 | 2 | 0 | 0 | 1 | 6 | 1.1 |
| Radiation Science | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0.2 |
| Radiation Technology | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0.2 |
| Secretarial (Composite) | 0 | 0 | 12 | 1 | 3 | 0 | 16 | 2.9 |
| Advertising Art | 5 | 0 | 4 | 2 | 0 | 1 | 12 | 2.2 |
| Printing Technology | 3 | 0 | 5 | 0 | 0 | 0 | 8 | 1.4 |
| TOTALS | 319 | 27 | 142 | 16 | 24 | 25 | 553 | |
| PERCENTAGES | 57.7% | 4.9% | 25.7% | 3.0% | 4.3% | 4.4% | | 100.0% |

student was enrolled in a career curriculum he is more likely to be employed now than if he were enrolled in a transfer curriculum.

In many of the other designated curriculums there were insufficient numbers of respondents with complete records to permit computations of probabilities which would be considered stable. It should be noted that general education has the largest number of respondents of any curriculum, and thus to a greater extent than any other determines the average probability. Therefore, it is not surprising that the proportion of general education nongraduates in school or employed does not differ significantly from the average. (See also Table III)

Pre-matriculation intended major and current activity

The intended major prior to matriculation of the nonreturning student gives little information regarding the direction that the student will take after leaving Montgomery College. Table XV shows the number of nonreturning students by present activity and by major field intended prior to attending Montgomery. The correlation coefficient between these two variables was found to be essentially zero.

Grade point average and reasons for leaving before graduation

There is no discernible relationship between the grade point average a student earned at Montgomery and the reason given for leaving prior to earning a degree. The obtained correlation coefficient was .16 which is not significantly different from zero for a sample of this size. Thus, neither good nor poor grades appear to be related to the reasons given for leaving the College. (See Tables XVI, also XXIII)

TABLE XV

CURRENT ACTIVITY OF NONRETURNING STUDENTS COMPARED WITH INTENDED MAJOR PRIOR TO ENTERING MONTGOMERY

| INTENDED MAJOR | IN SCHOOL | MILITARY SERVICE | EMPLOYED | LOOKING FOR EMPLOYMENT | HOUSEWIFE | SUMMARY NUMBER | SUMMARY PERCENT |
|---|---|---|---|---|---|---|---|
| No Major Selected | 30 | 2 | 19 | 2 | 0 | 53 | 19.5 |
| Educational Fields | 31 | 2 | 11 | 2 | 4 | 50 | 18.4 |
| Social Science Fields | 16 | 1 | 5 | 1 | 0 | 23 | 8.5 |
| Business, Political and Persuasive Fields | 33 | 2 | 15 | 1 | 1 | 52 | 19.1 |
| Scientific Fields | 8 | 2 | 2 | 0 | 0 | 12 | 4.4 |
| Agriculture and Forestry Fields | 4 | 0 | 0 | 0 | 0 | 4 | 1.5 |
| Health Fields | 11 | 2 | 7 | 0 | 0 | 20 | 7.3 |
| Arts and Humanities | 18 | 0 | 11 | 2 | 3 | 34 | 12.5 |
| Engineering Fields | 9 | 2 | 4 | 1 | 0 | 16 | 5.9 |
| Trade, Industrial, and Technical | 3 | 1 | 4 | 0 | 0 | 8 | 2.9 |
| TOTAL | 163 | 14 | 78 | 9 | 8 | 272 | 100.0% |
| PERCENT | 59.9% | 5.2% | 28.7% | 3.3% | 2.9% | | 100.0% |

Source: American College Testing Program

TABLE XVI

CUMULATIVE GRADE POINT AVERAGE DISTRIBUTION COMPARED WITH STUDENTS' REASONS FOR LEAVING BEFORE GRADUATION

| CUMULATIVE GRADE POINT AVERAGE | TOOK A JOB | NOT GOOD ENOUGH GRADES | SCHOOL WASN'T RELEVANT | MILITARY SERVICE INTERFERED | PERSONAL, NOT SCHOOL RELATED | CONFUSED ABOUT EXPECTATIONS | ONLY NEEDED CERTAIN COURSES | OTHER | NO RESPONSE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 - 1.0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 12 | 2 | 18 |
| 1.0 - 1.50 | 2 | 2 | 2 | 0 | 3 | 1 | 2 | 6 | 3 | 21 |
| 1.51 - 2.00 | 5 | 1 | 2 | 5 | 14 | 0 | 0 | 20 | 4 | 51 |
| 2.01 - 2.50 | 9 | 0 | 3 | 3 | 18 | 0 | 0 | 40 | 17 | 90 |
| 2.51 - 3.00 | 3 | 0 | 1 | 0 | 13 | 0 | 0 | 35 | 6 | 58 |
| 3.01 - 3.50 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 12 | 4 | 19 |
| 3.51 - 4.00 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 1 | 8 |
| Unreported | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 |
| TOTAL | 23 | 3 | 8 | 10 | 53 | 1 | 2 | 128 | 44 | 272 |

Note: Includes only students for which A.C.T. data were available.

Expected level of education and reasons for leaving before graduation

There was no statistically significant correlation observed between the level of education expected and the reasons given for leaving before graduation. (See Table XVII, also Tables II, V, VI, XII, XIII, XVI, XXI, XXIV, and XXV) With only one exception, the probability of a student being in a given category agreed with the observed frequency with which the nonreturning students responded. The single exception was the category of "Associate in Arts degree" and "Took a job." On the basis of the total group, it was expected that the probability of a student being in this category would be around nine in a thousand whereas the observed probability was much higher, 26 in a thousand. It appears, therefore, that of the students who leave before achieving the Associate in Arts degree, those who intended to complete the A.A. as their highest degree are more likely to drop out of college to take a job than are persons who aspire to higher degrees.

Financial aid plans of nonreturning students

The American College Testing program records the financial aid plans of students at the time they take the test. This is often before they have completed their senior year and before they know if they will be accepted into their first choice college. However, this appears to be an indication of their relative financial need. The number of persons indicating intent to apply for financial aid is

TABLE XVII

REASONS FOR LEAVING MONTGOMERY COLLEGE
COMPARED WITH LEVEL OF EDUCATION EXPECTED

| REASON FOR LEAVING | LEVEL OF EDUCATIONAL EXPECTATIONS | | | | | |
|---|---|---|---|---|---|---|
| | LESS THAN TWO YEARS-CERTIFICATE | ASSOCIATE IN ARTS | BACHELORS | MASTERS | BEYOND MASTERS | TOTAL |
| Took a job | 0 | 7 | 12 | 4 | 0 | 23 |
| Not good enough grades | 1 | 1 | 1 | 0 | 0 | 3 |
| School not relevant | 0 | 0 | 5 | 0 | 3 | 8 |
| Military service | 0 | 1 | 5 | 2 | 2 | 10 |
| Personal, not school related | 3 | 7 | 25 | 12 | 6 | 53 |
| Confused about expectations | 0 | 0 | 0 | 0 | 1 | 1 |
| Only need some courses | 1 | 1 | 0 | 0 | 0 | 2 |
| Other or no response | 1 | 10 | 82 | 58 | 21 | 172 |
| TOTALS | 6 | 27 | 130 | 76 | 33 | 272 |

Source: American College Testing Program

independent of the reasons given for leaving Montgomery College before earning a degree. The correlation between reasons for leaving and scholarship and loan plans was essentially zero. (See Table XVIII)

Family income

A comparison was made between the reported family income for the nonreturning student sample and the total of Montgomery College freshmen. (See Table XIX) The distributions are identical up to the $7,999 mark. From there to $19,999 the nonreturning students were more frequently represented by one or two percentage points. Above $20,000 the nonreturning students were less frequently represented than all the college freshmen were by one or two percentage points. These differences can most dramatically be seen in the median incomes of the respective groups. The median family income for the nonreturning nongraduates is $10,330 while the median family income for all Montgomery College freshmen is $15,980. Family income median for all Montgomery County in 1969 was $16,710.[8] Thus, it can be seen that there are proportionately more students at Montgomery College whose family's income is less than the County median and the family income of the nongraduates is proportionately even lower. This would suggest that the retention rate at the College might be somewhat amenable to manipulation through financial aid; however, the relationship, if any,

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[8]Source: U. S. Bureau of the Census, 1970 Census of Population and Housing prepared by Maryland Department of State Planning. See also: Statistical Profile of Montgomery County Department and Community and Economic Development, Office of Economic Research and Planning, Mr. Hameed Naz, Director.

TABLE XVIII

PRE-ADMISSION INTENDED FINANCIAL AID PLANS OF STUDENTS COMPARED WITH THEIR STATED REASONS FOR LEAVING PRIOR TO GRADUATION

| FINANCIAL AID PLANS | REASONS FOR LEAVING MONTGOMERY PRIOR TO GRADUATION | | | | | | |
|---|---|---|---|---|---|---|---|
| PLAN TO APPLY FOR SCHOLARSHIP | IN SCHOOL | IN MILITARY SERVICE | WORKING FULL TIME | LOOKING FOR WORK | HOUSEWIFE | OTHER | TOTAL |
| In first year | 18 | 3 | 7 | 1 | 1 | 1 | 31 |
| Not in first year | 36 | 2 | 15 | 1 | 2 | 3 | 59 |
| Probably never | 98 | 8 | 39 | 7 | 4 | 9 | 165 |
| Not reported | 10 | 2 | 0 | 0 | 5 | 0 | 17 |
| TOTALS | 162 | 15 | 61 | 9 | 12 | 13 | 272 |
| PLAN TO APPLY FOR LOAN | | | | | | | |
| In first year | 14 | 0 | 9 | 1 | 0 | 1 | 25 |
| Not in first year | 37 | 1 | 13 | 2 | 3 | 3 | 59 |
| Probably never | 101 | 12 | 39 | 6 | 4 | 9 | 171 |
| Not reported | 10 | 2 | 0 | 0 | 5 | 0 | 17 |
| TOTALS | 162 | 15 | 61 | 9 | 12 | 13 | 272 |

Source: American College Testing Program

between the below-the-median family income of the nonpersisting group, their financial aid plans, and their lack of degree completion, is not clear.

Table XIX details these income distributions while Table XX details the income distribution by current activity. No relationship was found between these two variables. The observed correlation coefficient of 0.18 was not significantly different from zero. There is no evidence, therefore, to link family income with what students do once they leave the College.

Work plans

When students sit for the American College Test they are asked to indicate their plans for working while attending college. These plans were examined in terms of reasons given for leaving school and current activities in an effort to further explore possible financial components to the decision to leave Montgomery College prior to earning a degree.

There appeared to be no pattern with respect to overall work plans and reasons for not continuing at Montgomery. (See Table XXI) However, it was found that students who planned to work the most while in college either worked full-time or entered the military after leaving school. (See Table XXII)

Date of matriculation

Students included in the study could have entered at any time prior to fall 1970. The master file of dates of matriculation was

TABLE XIX

COMPARISON OF REPORTED FAMILY INCOME OF NONRETURNING STUDENTS
WITH TOTAL FRESHMAN CLASS

| ANNUAL FAMILY INCOME | NONRETURNING STUDENTS | ALL MONTGOMERY COLLEGE FRESHMEN[9] | DIFFERENCE |
|---|---|---|---|
| Less than $3,000 | 1% | 1% | 0% |
| $3,000 to $4,999 | 3% | 3% | 0% |
| $5,000 to $7,999 | 7% | 7% | 0% |
| $8,000 to $9,999 | 10% | 9% | - 1% |
| $10,000 to $14,999 | 23% | 22% | - 1% |
| $15,000 to $19,999 | 16% | 14% | - 2% |
| $20,000 to $24,999 | 7% | 9% | + 2% |
| $25,000 and over | 5% | 6% | + 1% |
| Consider this confidential | 5% | 7% | + 2% |
| Don't know | 23% | 21% | - 2% |
| TOTAL NUMBER IN SAMPLE | 272 | 2087 | |
| Median for Montgomery County | $16,710[10] | | |
| Median for all Montgomery College Freshmen | $15,980 | | |
| Median for nonreturning students | $10,330 | | |

[9]Robert Gell, Freshmen Profiles, Fall 1969, (Rockville, Maryland: Montgomery Community College, 1970), p. 39.

[10]U. S. Bureau of the Census

TABLE XX

CURRENT ACTIVITY COMPARED WITH REPORTED FAMILY INCOME

| ANNUAL FAMILY INCOME* | CURRENT ACTIVITY | | | | | | |
|---|---|---|---|---|---|---|---|
| | IN SCHOOL | IN MILITARY SERVICE | WORKING FULL TIME | LOOKING FOR WORK | HOUSEWIFE | OTHER | TOTAL |
| Less than $3,000 | 1 | 1 | 0 | 0 | 0 | 2 | 4 |
| $3,000 to $4,999 | 4 | 1 | 1 | 0 | 1 | 0 | 7 |
| $5,000 to $7,499 | 13 | 0 | 4 | 0 | 0 | 1 | 18 |
| $7,500 to $9,999 | 14 | 2 | 7 | 1 | 1 | 1 | 26 |
| $10,000 to $14,999 | 27 | 6 | 19 | 1 | 2 | 5 | 60 |
| $15,000 to $19,999 | 27 | 0 | 10 | 1 | 1 | 3 | 42 |
| $20,000 to $24,999 | 12 | 2 | 2 | 1 | 1 | 1 | 19 |
| $25,000 and over | 9 | 0 | 4 | 1 | 0 | 0 | 14 |
| Consider this confidential | 9 | 0 | 1 | 0 | 0 | 0 | 10 |
| Don't know | 46 | 3 | 13 | 4 | 6 | 0 | 72 |
| TOTALS | 162 | 15 | 61 | 9 | 12 | 13 | 272 |

*Source: American College Testing Program

TABLE XXI

REASONS FOR LEAVING MONTGOMERY COLLEGE PRIOR TO GRADUATION
COMPARED WITH PLANS FOR WORK WHILE ATTENDING COLLEGE

| REASONS FOR LEAVING PRIOR TO GRADUATION | WORK PLANS INDICATED ON AMERICAN COLLEGE TEST | | | | | |
|---|---|---|---|---|---|---|
| | DO NOT PLAN TO WORK | 1 - 9 HRS. PER WEEK | 10 - 19 HRS. PER WEEK | 20 - 29 HRS. PER WEEK | 30 OR MORE HRS. PER WEEK | SUMMARY |
| Took a job | 7 | 4 | 9 | 2 | 1 | 23 |
| Not good enough grades | 2 | 0 | 0 | 1 | 0 | 3 |
| School not relevant | 5 | 0 | 3 | 0 | 0 | 8 |
| Military service | 6 | 0 | 2 | 0 | 2 | 10 |
| Personal - not school related | 21 | 9 | 15 | 7 | 1 | 53 |
| Confused about expectations | 0 | 1 | 0 | 0 | 0 | 1 |
| Only needed certain courses | 1 | 0 | 0 | 1 | 0 | 2 |
| Other | 46 | 26 | 31 | | 9 | 129 |
| Unreported | 19 | 5 | 14 | 4 | 1 | 43 |
| TOTALS | 107 | 45 | 74 | 32 | 14 | 272 |
| | 39.3% | 16.5% | 27.2% | 11.8% | 5.2% | 100% |

Source: American College Testing Program

TABLE XXII

PLANNED HOURS OF PART-TIME WORK (EXCLUDING SUMMER) WHILE ATTENDING COLLEGE AND CURRENT ACTIVITY OF NONRETURNING STUDENTS

| CURRENT ACTIVITY | WORK PLANS INDICATED ON AMERICAN COLLEGE TEST | | | | | | |
|---|---|---|---|---|---|---|---|
| | NOT WORK | 1 - 9 HRS. | 10 - 19 HRS. | 20 - 29 HRS. | 30 OR MORE HRS. | TOTAL | AVERAGE HOURS (ON MIDPOINTS) |
| In school | 70 | 27 | 40 | 19 | 7 | 163 | 8.71 |
| In military service | 7 | 1 | 2 | 3 | 1 | 14 | 10.00 |
| Employed full time | 22 | 15 | 28 | 10 | 3 | 78 | 10.71 |
| Unemployed | 3 | 2 | 3 | 0 | 1 | 9 | 9.69 |
| Housewife | 3 | 3 | 2 | 0 | 0 | 8 | 5.63 |
| TOTAL | 105 | 48 | 75 | 32 | 12 | 272 | 9.28 |
| PERCENTAGES | 38.6% | 17.7% | 27.6% | 11.7% | 4.4% | 100% | |

cross-tabulated with other variables. One student originally matriculated fall 1960, two entered fall 1967, and two in the spring of 1968. The bulk of the students (with complete records) entered fall 1968 (127 students) or later, 17 in spring 1969, seven in summer 1969, and 107 entered in fall 1969.

There does not appear to be any statistically significant relationship between date of matriculation and grade point average. (See Table XXIII, also Table XVI) There is also no apparent relationship between date of matriculation and reasons for leaving before completing a degree. (See Table XXIV)

Major subjects

The American College Testing Program provides potential freshmen with a list of 98 possible majors they could choose in various institutions of higher education. Montgomery College offers 56 curriculum options, and of these, 34 coincide with those of the A.C.T. list (34.7 percent of the A.C.T. list). Eighteen of the coincident majors are unique matched pairs. Fifty-seven of the A.C.T. majors were selected by one or more of the students in this study. Montgomery College curriculums coincided with 25 of those selected (43.9%). In other words, 149 students out of 272 anticipated a curriculum which was offered at Montgomery College and 123 students (45.2%) indicated an interest in a major which Montgomery College did not offer. (See Appendix A) It would be interesting to know what prompted this latter group to enroll where they could not matriculate

TABLE XXIII

DATES OF MATRICULATION AND CUMULATIVE GRADE POINT AVERAGE
OF NONRETURNING STUDENTS

| CUMULATIVE GRADE POINT AVERAGE | DATES OF MATRICULATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | FALL 1967 OR EARLIER | SPRING 1968 | FALL 1968 | SPRING 1969 | SUMMER 1969 | FALL 1969 | SPRING 1970 | TOTAL | PERCENT |
| 3.51 - 4.00 | 0 | 0 | 3 | 1 | 0 | 4 | 0 | 8 | 3% |
| 3.01 - 3.50 | 0 | 1 | 8 | 3 | 0 | 7 | 0 | 19 | 7% |
| 2.51 - 3.00 | 1 | 0 | 30 | 5 | 0 | 23 | 0 | 59 | 22% |
| 2.01 - 2.50 | 3 | 1 | 52 | 2 | 0 | 34 | 0 | 92 | 34% |
| 1.51 - 2.00 | 1 | 0 | 23 | 4 | 2 | 21 | 2 | 53 | 19% |
| 1.01 - 1.50 | 0 | 0 | 6 | 0 | 0 | 14 | 2 | 22 | 8% |
| Less than 1.00 | 0 | 0 | 5 | 2 | 5 | 4 | 3 | 19 | 7% |
| TOTAL | 5 | 2 | 127 | 17 | 7 | 107 | 7 | 272 | |
| PERCENT | 2% | 1% | 46% | 6% | 3% | 39% | 3% | | 100% |

Note: Includes only students with A.C.T. data.

TABLE XXIV

SEMESTER OF MATRICULATION AND REASONS FOR LEAVING MONTGOMERY PRIOR TO GRADUATION

| REASONS FOR LEAVING PRIOR TO GRADUATION | SEMESTER OF MATRICULATION | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | FALL 1967 OR BEFORE | SPRING 1968 | FALL 1968 | SPRING 1969 | SUMMER 1969 | FALL 1969 | SPRING 1970 | TOTAL |
| Took a job | 0 | 0 | 11 | 2 | 1 | 8 | 1 | 23 |
| Not good enough grades | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| School not relevant | 0 | 0 | 6 | 0 | 0 | 2 | 0 | 8 |
| Military service | 0 | 0 | 5 | 1 | 0 | 3 | 1 | 10 |
| Personal, not school related | 1 | 0 | 19 | 2 | 1 | 29 | 1 | 53 |
| Confused about expectations | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Only needed certain courses | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Other | 3 | 1 | 66 | 9 | 4 | 44 | 2 | 129 |
| Unreported | 1 | 1 | 19 | 3 | 1 | 17 | 1 | 43 |
| TOTAL | 5 | 2 | 127 | 17 | 7 | 107 | 7 | 272 |

Note: Includes only students with A.C.T. data.

in their first choice major. Some, no doubt, had changed their orientation; some may have matriculated in a major which was more general with intention of specializing at the time of transfer. (See Appendix B) Future research will attempt to discover if the proportion of students initially intending to enroll in a major not offered at Montgomery College is higher for the nonreturning nongraduate than it is for the graduates. This will depend on the availability of A.C.T. data in the future. If such a discrepancy exists it would have implications for coordination between high school and college counselors.

Figure 2 is an illustrative comparison between the graduates of 1970 and the nongraduates of 1970 by curriculum. Shadings indicate whether the students transferred to the University of Maryland, other schools, or are not in school. The most obvious feature of the chart is the larger number of nongraduates than graduates in every curriculum with the exception of engineering technology, general business, and medical technology. The overwhelming majority of general education matriculants who left the College in 1970 did not graduate. There is considerable variability in the probability of graduation and the probability of transfer to other schools between the different Montgomery College curriculums.

## PART III

## GENERAL INDICATORS OF STUDENT OPINION

A portion of the questionnaire dealt with student feelings regarding their experience at Montgomery. Following is a comparison

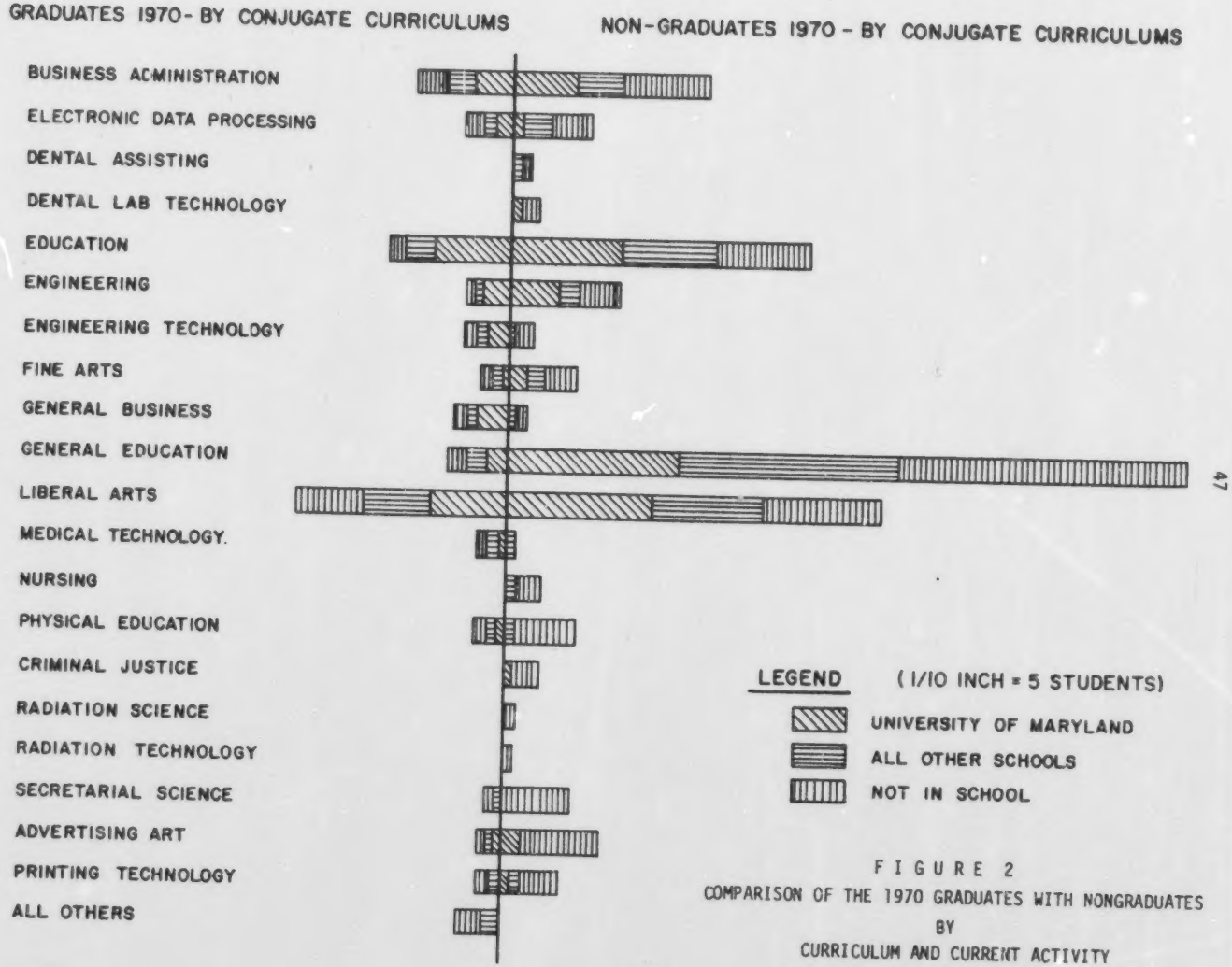



FIGURE 2
COMPARISON OF THE 1970 GRADUATES WITH NONGRADUATES
BY
CURRICULUM AND CURRENT ACTIVITY

of the responses to these questions with other information obtained in the survey.

Choice of courses

As one way of assessing student satisfaction with their program of studies at Montgomery College, a question regarding satisfaction with their choice of courses while at the College was included. Sixty-six students (12%) expressed regret at their choice of courses, 367 (66%) indicated that they had no regrets, and 120 (22%) gave no response. This percentage of favorable responses is not likely to be the result of chance.

Table XXV presents the data on the question concerning a relationship between disaffection with their choice of courses and their reasons for leaving before graduation. Overall, only 15 percent of the students who answered indicated regret of their choice of courses. This percentage was reasonably consistent across the various reasons for leaving Montgomery College. The obtained correlation coefficient of .14 was not significantly different from zero for this size population. Thus, apparently there is no connection between the reason given for leaving Montgomery and students' dissatisfaction with their choice of courses.

Employed students

One hundred and forty-two respondents replied that they were employed full-time and 39 others were employed, but not full-time. Most of those employed part-time were also in school. Not all

TABLE XXV

FEELINGS ABOUT SELECTION OF COURSES VS. REASONS FOR NOT RETURNING TO MONTGOMERY

| REASON FOR LEAVING | REGRET CHOICE | DO NOT REGRET CHOICE | NO RESPONSE | TOTAL |
|---|---|---|---|---|
| Took a job | 5 | 28 | 11 | 44 |
| Poor grades | 2 | 4 | 1 | 7 |
| Too much work | 0 | 3 | 0 | 3 |
| School not relevant | 4 | 9 | 6 | 19 |
| Military interfered | 2 | 12 | 8 | 22 |
| Personal reasons | 12 | 80 | 18 | 110 |
| Was confused | 1 | 2 | 0 | 3 |
| Only need some courses | 0 | 6 | 4 | 10 |
| Other | 32 | 185 | 46 | 263 |
| No response | 8 | 38 | 26 | 72 |
| TOTALS | 66 | 367 | 120 | 553 |

employed students gave usable responses to every question regarding their work. (See Appendix C) Responses to the question, "What is the relationship of your studies at MC to your present job?" are presented in Table XXVI.

TABLE XXVI

RELATIONSHIP OF STUDIES AT MONTGOMERY TO PRESENT EMPLOYMENT

| STUDIES AT MC WERE... | NUMBER | PERCENT |
|---|---|---|
| Necessary or required for the job | 13 | 7 |
| Helpful for the job | 73 | 40 |
| Unnecessary or unrelated to the job | 95 | 53 |
| TOTAL EMPLOYED (Full-and part-time) | 181 | 100 |

From the results of this question it appears that the 181 employed students did not tend to obtain jobs closely related to their studies at the College. The possibility exists that their "studies" may have been of the general education nature rather than career education and they saw no direct relationship.

Many respondents who completed the questionnaire section on employment indicated in their comments that they felt the phrasing of the questions were unduly biased towards students matriculated in career programs. Future questionnaires will attempt to correct this problem.

Instruction and counseling

The former students were asked to rate the benefit they felt they had derived from the instruction and counseling at the College. Table XXVII compares the ratings given to each area.

TABLE XXVII

BENEFITS OF INSTRUCTION AND COUNSELING RECEIVED BY NONRETURNING STUDENTS

| | NONE | VERY LITTLE | SOMEWHAT | VERY MUCH | NO RESPONSE | TOTAL |
|---|---|---|---|---|---|---|
| Instruction | 3 | 20 | 152 | 258 | 120 | 553 |
| Percent | 0.5 | 3.6 | 27.5 | 46.8 | 21.6 | 100 |
| Counseling | 108 | 88 | 133 | 98 | 126 | 553 |
| Percent | 19.6 | 15.9 | 24.2 | 17.7 | 22.6 | 100 |

Clearly the students' reaction to instruction is independent of their reaction to counseling. Assuming a weight of "None" = 1 to "Very much" = 4, the average opinion of instruction was 3.54 while the average opinion of the counseling was 2.52.

In terms of likelihood, the nongraduate is likely to rate the instruction received positively 95 times in a hundred while he is likely to rate the counseling received positively only 54 times in a hundred. Overall, however, the nongraduates showed a four-to-one likelihood of a positive rating when counseling and instruction were combined.

It is not clear just why there is such a discrepancy between the nonreturning students' perception of the instruction and the counseling. The correlation between rating instruction and counseling is .50, one of the highest correlations found in this study regarding an institutional variable. A correlation of this magnitude means that one student in four is apt to rate instruction high and counseling low in terms of his personal benefit.

Whether the nonreturning student did not vigorously attempt to secure help from the counselors or whether the type of problems facing the incipient nongraduate was such that the counseling staff could not satisfactorily deal with them is not determinable from this study. However, this observation will point the way to a more comprehensive assessment when a new and improved follow-up questionnaire is designed. It can be noted that the greatest disparities of response are at the extremes of the scale. Perhaps a five-point scale instead of a four-point scale would lead to greater sensitivity. Other questions will be included in future studies to pin down why the students felt that they did or did not benefit from instruction or counseling.

Difficulty of course work

Respondents were questioned as to whether they had found the course work too difficult. The majority indicated that the course work was not too difficult; however, 25.4 percent gave responses indicating some level of difficulty. (See Table XXVIII)

TABLE XXVIII

DIFFICULTY OF COURSE WORK AS INDICATED BY NONRETURNING STUDENTS

| LEVEL OF DIFFICULTY | NUMBER | PERCENT OF RESPONSE | PERCENT OF TOTAL |
|---|---|---|---|
| No difficulty | 294 | 67.7 | 53.3 |
| Little difficulty | 82 | 18.9 | 14.9 |
| Somewhat difficult | 55 | 12.7 | 10.0 |
| Very difficult | 3 | 0.7 | 0.5 |
| No response | 119 | -- | 21.3 |
| TOTAL | 553 | 100.0 | 100.0 |

Reason for selecting Montgomery

Surveyed students indicated that they originally chose Montgomery because of its general reputation and open admissions policy. (See Table XXIX)

TABLE XXIX

WHY NONRETURNING STUDENTS CHOSE MONTGOMERY COLLEGE

| REASONS FOR CHOOSING MONTGOMERY | NUMBER | PERCENT OF RESPONSE | PERCENT OF TOTAL |
|---|---|---|---|
| Special courses | 34 | 9 | 6.1 |
| Counseling service | 8 | 2 | 1.5 |
| Job placement service | 0 | 0 | 0 |
| General reputation | 128 | 34 | 23.2 |
| Open admission policy | 128 | 34 | 23.2 |
| Other | 80 | 21 | 14.5 |
| No response | 175 | -- | 31.5 |
| TOTAL | 553 | 100 | 100.0 |

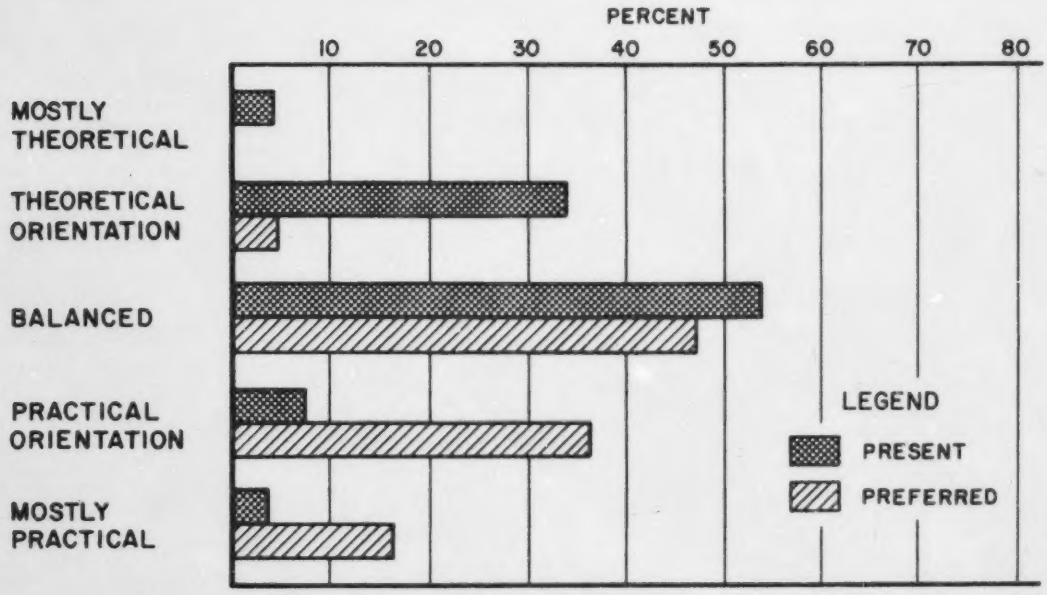
Orientation of career courses

Students were asked to rank Montgomery College's career/vocational courses on a scale from "mostly theoretical" to "mostly practical" in orientation. They were then asked to indicate on the same scale how they would prefer the courses to be structured. Figure 3 displays the responses to these questions individually and in conjunction with each other. The bulk of the respondents thought that the present structure of career classes is more theoretically oriented than practical. The preferred class structure would have an opposite orientation but not a major shift in emphasis.

Preparation for future

All nonreturning students were given the opportunity to rate the preparation Montgomery College had given them for their future. The students' opinions were expressed on a five-point scale with "not at all" = 1 being the low end, and "excellently" = 5 being the high end of the scale. The averages in order from highest to lowest were: "In school" average = 3.4; "Other activities" average = 3.0; "In military service" average = 2.9, and "Employed" average = 2.3.

The difference between the average attitude rating of the highest (In school) and lowest (Employed) groups was greater than could be expected to result from chance, suggesting that students who transfer tend to feel better prepared than those who enter the world of work. The majority of the students felt they were well prepared. (See Table XXX)




DISCREPANCY — PREFERRED MINUS PRESENT

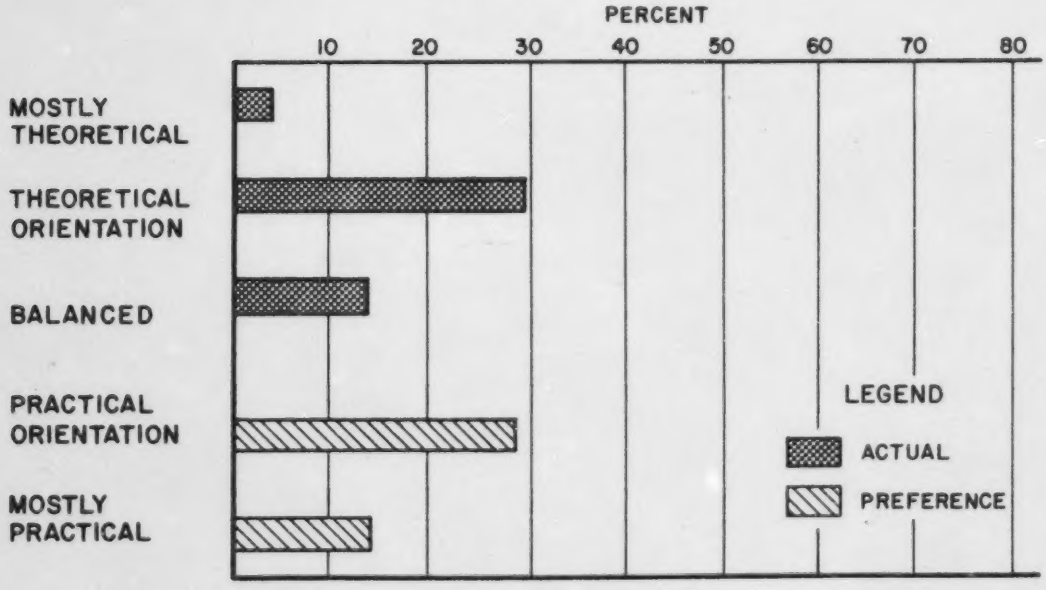



FIGURE 3

STRUCTURE OF CAREER COURSES AT MONTGOMERY COLLEGE

TABLE XXX

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR THE FUTURE
COMPARED WITH CURRENT ACTIVITY

| CURRENT ACTIVITIES | NOT AT ALL | PERCENT | A LITTLE | PERCENT | WELL | PERCENT | VERY WELL | PERCENT | EXCELLENTLY | PERCENT | TOTAL RESPONSES* | PERCENT | AVERAGE SCORE ON FIVE POINT SCALE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Continued school | 14 | 4.4 | 44 | 13.9 | 111 | 35.0 | 95 | 30.0 | 53 | 16.7 | 317 | 100 | 3.4 |
| Military service | 3 | 6.8 | 15 | 34.1 | 13 | 29.6 | 10 | 22.7 | 3 | 6.8 | 44 | 100 | 2.9 |
| Employed | 36 | 22.0 | 68 | 41.5 | 41 | 25.0 | 14 | 8.5 | 5 | 3.0 | 164 | 100 | 2.3 |
| Other activities | 20 | 5.0 | 123 | 30.8 | 119 | 29.8 | 101 | 25.2 | 37 | 9.2 | 400 | 100 | 3.0 |
| TOTALS | 73 | 7.9 | 250 | 27.0 | 284 | 30.7 | 220 | 23.8 | 98 | 10.6 | 925 | 100 | 30.0 |

* Included multiple responses.

# SUMMARY AND CONCLUSIONS

Where Have All the Freshmen Gone? is a compilation of base-line data against which the findings of subsequent nonreturning student follow-up studies can be compared. In this study the matriculated students who were enrolled at Montgomery Community College in the spring semester of 1970 but who failed to enroll for the fall semester were surveyed.

## Summary

As with graduates, the majority of the nonreturning students (about 58%) had transferred to another college or university. About a third were working either full- or part-time. The nongraduates, however, tended to be housewives, unemployed, or in the military more often than did the graduates. The largest number of transferring students enrolled in the University of Maryland. Students transferring to Maryland state colleges tended to major in education and students with an interest in a medical profession tended to transfer out of state. There was a greater inclination for a nongraduate to transfer out of state than for a graduate. The study found that whether or not a student might have been matriculated in a career or transfer-oriented program at Montgomery was apparently unrelated to the school to which he transferred. Most of the transferring students had indicated their goal to be a bachelor's degree or higher when they were juniors and seniors in high school. Some of the nonreturning students did not intend to earn a degree when they entered the community college, while others have either changed their

educational goals or have temporarily interrupted their plans with work, marriage, or military service.

Montgomery students felt they had been well prepared for their work at the schools to which they transferred, but almost two-thirds of the transferring students reported they had lost credit when they transferred.

Over 7 percent of the nonreturning students surveyed were in some way affected directly by the military. Those in the service reported they were receiving useful career training and planned to return to Montgomery after their discharge.

Students reported they left Montgomery prior to graduation for many reasons, among which were "Personal - nothing to do with school," "Transferred to another school," and "Took a job."

Students matriculated in a career program at Montgomery were found to be employed more often than those in transfer curriculums. Also, students who planned to work the most while in college tended to work full-time once they left. However, the intended major chosen prior to enrolling at Montgomery appears to be unrelated to the current activities of the students and the majority of working students found jobs unrelated to their studies at Montgomery. Likewise, there was found to be no relationship between grade point averages and the reasons given for leaving the College prior to graduation. The date of matriculation also was found to be unrelated to either grade point average or reasons for leaving prior to graduation. Additionally, there was no statistically significant correlation

observed between the anticipated level of education and the reasons given for leaving Montgomery with the exception that students who set the associate arts degree as their educational goal tended to leave college prior to graduation in order to take a job more often than students with other goals.

Financial aid plans prior to matriculation also appear to be unrelated to the reasons given for leaving the College; however, the reported family income of nonreturning students tended to be lower than the average Montgomery student. Further, what students do once they leave Montgomery is apparently not related to family income.

When the students were asked about their satisfaction with their choice of courses at Montgomery two-thirds replied that they had no regrets. Further, any dissatisfaction with their choice of courses was apparently not related to their leaving Montgomery prior to graduation. The nonreturning students indicated they benefited more from instruction than they did from counseling and the majority felt the course work at Montgomery was not too difficult for them. The bulk of the students thought that career/vocational courses tend to be more theoretically oriented than practical and prefer just the opposite. When asked why they had chosen Montgomery in the first place the most common responses were because of the general reputation of the College and its open admissions policy.

## Conclusions

Students who leave Montgomery Community College before they

earn a certificate or degree should not be thought of as dropouts. These students either transfer to a four-year college or university and continue working toward their educational goal or, having attained their educational goal, obtain employment in their chosen field. "Early placement" would be a more appropriate term when referring to these employed students.

# APPENDIX

# APPENDIX A

## PRE-ENROLLMENT VOCATIONAL CHOICE OF NONRETURNING STUDENTS COMPARED WITH MONTGOMERY CURRICULUM AND CURRENT ACTIVITIES

APPENDIX A

PRE-ENROLLMENT VOCATIONAL CHOICE OF NONRETURNING STUDENTS
COMPARED WITH MONTGOMERY CURRICULUM AND CURRENT ACTIVITIES

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| Art, Cultural | No vocational choice given | 3 | Now in school |
| | Art and Sculpture | 2 | Now in school* |
| | Art and Sculpture | 1 | Housewife* |
| Business Administration | No vocational choice given | 8 | Now in school |
| | No vocational choice given | 1 | Military service |
| | No vocational choice given | 1 | Employed full time |
| | No vocational choice given | 1 | Housewife |
| | Teacher, Special Education | 1 | Employed full time |
| | Library, Archival Science | 1 | In school |
| | Psychology | 1 | Employed full time |
| | Advertising | 1 | In school |
| | Data Processing | 2 | In school |
| | Data Processing | 1 | Activity unspecified |
| | Merchandising, Sales | 1 | In school |
| | Oceanography | 1 | Employed full time |
| | Agriculture | 1 | In school |
| | Veterinary medicine | 1 | In school |
| | Electrical, Electronic Engineering | 1 | Activity unspecified |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activi |
|---|---|---|---|
| Computer Science | No vocational choice given | 2 | In school |
| | No vocational choice given | 3 | Employed full ti |
| | Sociology | 1 | Employed full ti |
| | Data Processing | 2 | In school* |
| | Secretarial work | 1 | Employed full ti |
| Education, Elementary | No vocational choice given | 6 | In school |
| | No vocational choice given | 1 | Employed full ti |
| | Teacher, Elementary Education | 13 | In school* |
| | Teacher, Elementary Education | 2 | Employed full ti |
| | Teacher, Elementary Education | 1 | Housewife |
| | Teacher, Secondary Education | 1 | In school |
| | Education, Other Specialties | 1 | In school |
| | Psychology | 1 | In school |
| | Dental Hygiene | 2 | In school |
| | Nursing | 1 | Employed full ti |
| Education, Secondary | Teacher, Secondary Education | 1 | In school |
| | History | 1 | In school |
| | Psychology | 2 | In school |
| | Data Processing | 1 | In school |
| | Secretarial Work | 1 | Activity unspeci |
| | Art and Sculpture | 1 | In school |
| | Creative Writing | 1 | In school |
| | Industrial Education | 1 | In military servi |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| Engineering | No vocational choice given | 2 | In school |
| | No vocational choice given | 1 | Activity unspecified |
| | Oceanography | 1 | Activity unspecified |
| | Veterinary Medicine | 1 | Activity unspecified |
| | Architecture | 1 | Activity unspecified |
| | Automotive Engineering | 1 | Employed* |
| | Electrical, Electronic Engineering | 1 | In school* |
| | Electrical, Electronic Engineering | 1 | Looking for employment* |
| | Mechanical Engineering | 1 | In school* |
| | Aviation industry | 1 | In military service |
| | Electrical industry | 1 | In school |
| Engineering Aide | No vocational choice given | 1 | In military service |
| | Elementary Education | 1 | In school |
| Business Management | Elementary Education | 1 | In school |
| | Data Processing | 1 | Employed |
| | Automotive Engineering | 1 | Employed |
| General Education - | No vocational choice given | 19 | In school |
| Humanities / Social Science | No vocational choice given | 4 | In military service |
| | No vocational choice given | 10 | Employed |
| | No vocational choice given | 1 | Looking for employment |
| | No vocational choice given | 1 | Activity unspecified |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| General Education - Humanities /Social Science (Continued) | Teacher, Elementary Education | 1 | Housewife |
| | Teacher, Secondary Education | 2 | In school |
| | Teacher, Secondary Education | 1 | Looking for employme |
| | Teacher, Other Specialties | 1 | In school |
| | Historian | 1 | In school |
| | Psychologist | 1 | In school |
| | Psychologist | 1 | Looking for employme |
| | Social Worker | 2 | In school |
| | Social Worker | 1 | Employed |
| | Sociologist | 2 | In school |
| | Sociologist | 1 | Employed |
| | Sociology, Area Studies | 1 | Employed |
| | Advertising | 1 | In school |
| | Advertising | 1 | Employed |
| | Data Processing | 2 | In school |
| | Economist | 1 | In school |
| | Lawyer | 1 | In school |
| | Public Relations | 1 | In school |
| | Secretary | 1 | Employed |
| | Chemist | 1 | In school |
| | Physicist | 1 | Employed |
| | Dentistry | 1 | In school |
| | Dietetics | 2 | In school |
| | Nursing | 1 | Employed |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| General Education - Humanities/Social Science (Continued) | Mortuary Science | 1 | In school |
| | Veterinary Medicine | 1 | In military service |
| | Art and Sculpture | 2 | Employed |
| | Drama and Theater | 2 | In school |
| | Journalism | 1 | Housewife |
| | General or Liberal Education | 1 | In school* |
| | Architecture | 1 | Activity unspecified |
| | Electrical, Electronic Engineering | 1 | Employed |
| | Housewife | 4 | In school |
| | Housewife | 2 | In military service |
| Science/Mathematics | No vocational choice given | 1 | In school |
| | Oceanographer | 2 | In school |
| | Zoologist | 1 | Housewife |
| | Agriculturist | 1 | In school |
| | Architect | 1 | In military service |
| | Chemical or Nuclear Engineer | 1 | In school |
| | Civil Engineer | 1 | Employed |
| | Housewife | 1 | In school |
| Liberal Arts | No vocational choice given | 6 | In school |
| | No vocational choice given | 1 | Looking for employment |
| | Teacher, Elementary Education | 1 | In school |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| Liberal Arts (Continued) | Teacher, other specialties | 1 | Activity unspecified |
| | Historian | 1 | In school |
| | Psychologist | 1 | Employed |
| | Public Relations | 1 | In school |
| | Mathematics or Statistics | 1 | In school |
| | Oceanography | 1 | In school |
| | Art and Sculpture | 1 | Activity unspecified |
| | English Literature | 1 | In school |
| | Journalism | 1 | In school |
| | Radio/TV Communications | 1 | In school |
| | Art, other | 1 | In school |
| | Occupational Therapy | 1 | In school |
| | Creative Writing | 1 | In school |
| | Creative Writing | 1 | Activity unspecified |
| | Housewife | 1 | Activity unspecified |
| | Housewife | 1 | Employed |
| Education | Teacher, Elementary Education | 1 | In school |
| Music | Teacher, Secondary Education | 1 | In school |
| | Teacher, Secondary Education | 1 | Employed |
| | Teacher, other specialty | 1 | Employed |
| | Teacher, other specialty | 1 | In school |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| Education (Continued) | No vocational choice given | 1 | In school |
| Physical | No vocational choice given | 1 | Employed |
| | Teacher, Physical Education | 1 | In school* |
| | Teacher, Physical Education | 1 | In military service* |
| | Teacher, Physical Education | 1 | Housewife* |
| | Physical Therapy | 1 | In school* |
| Criminal Justice | No vocational choice given | 1 | In school |
| | Merchandising and Sales | 1 | Activity unspecified |
| | Military service | 1 | In military service |
| | Secretary | 1 | In school |
| Pre-Law | No vocational choice given | 2 | In school |
| | Lawyer | 1 | In school |
| Radiation Science | No vocational choice given | 2 | Employed |
| Secretarial Science | Teacher, Elementary Education | 1 | Employed |
| Executive | Business Administration | 1 | Employed |
| | Housewife | 1 | Looking for employment |
| | Housewife | 1 | Looking for employment |
| | Nurse | 1 | Employed* |
| Medical | Secretary | 1 | Employed* |

| Montgomery College Curriculum | American College Test Pre-Enrollment Vocational Choice | Number of Students | Current Activity |
|---|---|---|---|
| Music Culture | Arts and Humanities | 1 | Employed* |
| Art Advertising | No vocational choice given | 1 | Activity unspecified |
| | Art and Humanities | 1 | Looking for employmen |
| | Housewife | 1 | Looking for employmen |
| Printing Technology | No vocational choice given | 2 | In school |
| | Housewife | 1 | In school |
| | Housewife | 3 | Employed |
| Medical Technology | Medical Technology | 1 | In school* |
| Nursing | Nurse | 1 | Employed* |

* Indicates coincident curriculum and vocational choice

# APPENDIX B

## CURRENT MAJORS OF MONTGOMERY STUDENTS WHO TRANSFERRED PRIOR TO GRADUATION

APPENDIX B

CURRENT MAJORS OF MONTGOMERY STUDENTS WHO TRANSFERRED PRIOR TO GRADUATION

| Major at Transfer Institution | Number |
|---|---|
| Acting | 1 |
| Accounting | 8 |
| Animal Science | 1 |
| American Studies | 2 |
| Architecture | 1 |
| Art | 9 |
| Education | 1 |
| Commercial | 2 |
| Biochemistry | 1 |
| Biology | 8 |
| Business Administration | 10 |
| Business Management and Marketing | 11 |
| Chemistry | 1 |
| Dental Hygiene | 1 |
| Drafting | 1 |
| Economics | 2 |
| Education | |
| Elementary | 20 |
| Special | 4 |
| Engineering | |
| Aerospace | 1 |
| Chemical | 1 |
| Civil | 5 |
| Electrical | 6 |
| Mechanical | 3 |
| English | 8 |
| Environmental Technician | 1 |
| Fine Arts | 1 |
| French | 1 |
| Geography | 1 |
| German | 1 |
| History | 8 |
| Home Economics Education | 2 |
| Horticulture Education | 1 |
| Interior Design | 1 |
| Journalism | 2 |
| Languages | 1 |
| Law | 2 |
| Liberal Arts | 6 |

| Major at Transfer Institution | Number | Major at Transfer Institution | Number |
|---|---|---|---|
| Library Science | 1 | Studio Art | 12 |
| Mathematics | 3 | Theater | 1 |
| Manufacturing | 1 | Therapeutic Recreation | 1 |
| Medical Technology | 2 | Wildlife Conservation | 1 |
| Merchandising | 4 | Zoology | 7 |
| Mill Work | 1 | | |
| Music | | | |
| Applied Music | 2 | | |
| Education | 6 | | |
| Nursing | 3 | | |
| Oceanography | 1 | | |
| Philosophy | 1 | | |
| Physical Education | 8 | | |
| Physical Science | 1 | | |
| Political Science | 14 | | |
| Printing Management | 1 | | |
| Psychology | 24 | | |
| Science | 1 | | |
| Secretarial Studies | 2 | | |
| Sociology | 9 | | |
| Speech and Drama | 6 | | |
| Speech Pathology | 2 | | |
| Speech Therapy | 1 | | |
| Stenotype | 1 | | |

# APPENDIX C

## CURRENT POSITIONS HELD BY STUDENTS WHO LEFT MONTGOMERY COLLEGE PRIOR TO GRADUATION

APPENDIX C

CURRENT POSITIONS HELD BY STUDENTS WHO LEFT MONTGOMERY COLLEGE PRIOR TO GRADUATION

| Employer | Position |
|---|---|
| American Automobile Association | Travel Counselor |
| American Finance Management Inc. | Payroll Clerk |
| Bank Americard | Fraud Clerk |
| Carousel House Toy Store | Sales Clerk |
| Comsat | Computer Specialist |
| Consumers Co-op | Grocery Clerk |
| Dale Music Co. | Clerk |
| Democratic National Committee | Speech Writer |
| Department Store | Assistant Manager of Toy Department |
| District of Columbia Government | Payroll Clerk |
| District of Columbia Public Schools | Director of Band |
| Funeral Home | Embalmer Apprentice |
| Gallenkamp Shoes | Manager |
| Geico | Junior Underwriter Clerk |
| Geico | Receptionist |
| Geico | Underwriter |
| Hechinger Tire Center | Department Head |
| Household Finance Corporation | Assistant Manager |
| International Business Machines | Computer Programmer |
| Manhattan Auto | Assistant Controller |

| Employer | Position |
|---|---|
| Marriott Corporation | Senior Accounting Clerk |
| Metropolitan Transportation Authority | Police Officer |
| Microbiological Center | Junior Technician for Study of Cancer |
| Montgomery College | Secretary |
| Montgomery College | Laboratory Technician |
| Montgomery College | Laboratory Technician |
| Montgomery College | Clerk Typist |
| Montgomery College | Clerk Typist |
| Montgomery County Government | Law Enforcement Officer |
| Montgomery County Mental Health Assn. | Staff Aide |
| Montgomery Ward | Department Manager |
| NASA | Technical Writer |
| National Institutes of Health | Biological Laboratory Aide |
| National Keypunch Services, Inc. | Branch Manager |
| National Science Foundation | Printing Order Clerk |
| New Look, Inc. | Sales Clerk |
| Norris Enterprises | Executive Assistant |
| Nursery School | Teacher and Nurse |
| Pepco | Buyer |
| Pet Shop | Owner |
| Psychiatric Hospital | Aide |
| Public Service Law Firm | Researcher |
| State Mutual Life Insurance Company | Sales Agent |
| Sears Roebuck and Co. | Clerk |
| Silver Spring Police Department | Clerk |

| Employer | Position |
|---|---|
| Super Giant | Assistant Mgr. of Sporting Goods Dept. |
| Super Giant | Produce Clerk |
| C & P Telephone Co. | Switchman |
| C & P Telephone Co. | Service Representative |
| C & P Telephone Co. | Foreman |
| United States Army | Personnel Clerk |
| United States Army | Platoon Sergeant |
| United States Army | Military Police |
| United States Army | Aircraft Maintenance Specialist |
| United States Army | Transportation Clerk |
| University of Maryland | Secretary |
| University of Maryland | Secretary |
| U. S. Post Office | Clerk |
| U. S. Senate | Photographer |

The following students did not indicate their employer or were self-employed.

| Position | Number |
|---|---|
| Art Director | 1 |
| Model | 1 |
| Freelance photographer | 2 |
| Technical Writer | 1 |

| Position | Number |
|---|---|
| Apprentice | |
| Carpenter | 3 |
| Sheet Metal Worker | 1 |
| Cabinet Maker | 1 |
| Machinist | 1 |
| Cook | 1 |
| Policeman | 1 |
| Security Guard | 1 |
| Driver | 2 |
| Deliveryman | 1 |
| Farm Helper | 1 |
| Janitor | 1 |
| Laborer | 1 |
| Messenger | 1 |
| Storage Laborer | 1 |
| Clinical Nurse | 1 |
| Dental Assistant | 3 |
| Nursing Assistant | 2 |
| Psychiatric Aide | 1 |
| Laboratory Specialist | 1 |
| Radiation Laboratory Technician | 1 |
| Laboratory Assistant | 1 |
| Medical Office Assistant | 1 |
| Accountant | 1 |

| Position | Number |
|---|---|
| Accounting Clerk | 1 |
| Bookkeeper | 1 |
| Credit Investigator | 1 |
| Cashier | 2 |
| Manager | 1 |
| Automotive Competition Manager | 1 |
| Service Manager | 1 |
| Assistant Manager | 2 |
| Staff Associate | 1 |
| Sales Representative | 4 |
| Insurance Agent | 2 |
| Secretary | 7 |
| Executive | 1 |
| Medical | 1 |
| Legal | 1 |
| Production Typist | 1 |
| Clerk Typist | 4 |
| Receptionist | 4 |
| Clerk | 5 |
| Senior Endorsement Clerk | 1 |
| Payroll | 1 |
| General | 1 |
| Telephone Sales and Service | 1 |
| Inventory Coder Clerk | 1 |
| Microfilming Clerk | 1 |

| Position | Number |
|---|---|
| Clerk (Continued) | |
| Stock Clerk | 1 |
| Sales Clerk | 1 |
| Office Clerk | 1 |
| Field Engineer | 1 |
| Engineer Technician | 1 |
| Civil Engineering Technician | 1 |
| Electronic Technician | 1 |
| Survey Rodman | 1 |
| Programmer/Analyst | 2 |
| Computer Operator | 2 |

# APPENDIX D

## NONRETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

86/87

# MONTGOMERY COLLEGE

## OFFICE OF INSTITUTIONAL RESEARCH

### NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

2-10 _____ (correct name)

11-31 address _____

_____

32 social security no. _____

*PLEASE CHECK THE APPROPRIATE BOX OR COMPLETE AS APPROPRIATE*

ARE YOU NOW....? (Check one only)

33
- ☐ 1 In school — *Please complete Part A*
- ☐ 2 In military service — *Please complete Part B*
- ☐ 3 Employed full-time — *Please complete Part C*
- ☐ 4 Looking for employment
- ☐ 5 Housewife
- ☐ 6 Other *Please specify* _____

*Please complete Part D*

WHY DID YOU LEAVE MONTGOMERY COLLEGE? (Check one only)

34
- ☐ 1 Took a job
- ☐ 2 Couldn't get good enough grades
- ☐ 3 Too much course work
- ☐ 4 School wasn't relevant
- ☐ 5 Military service interfered
- ☐ 6 Personal, nothing to do with school
- ☐ 7 Was confused about what was expected
- ☐ 8 Only needed certain courses for job or promotion
- ☐ 9 Other *Please specify* _____

WHAT IS YOUR ATTITUDE TOWARD COMING BACK TO MONTGOMERY COLLEGE?

35
- ☐ 1 Avoid it by all means
- ☐ 2 Possibly attempt it again
- ☐ 3 No feelings one way or the other
- ☐ 4 Would like to give it another try
- ☐ 5 Definitely planning to return
- ☐ 6 Finished at Montgomery College No reason to return
- ☐ 7 Other, *Please specify* _____

## PART A

### IN SCHOOL

ARE YOU CURRENTLY ENROLLED IN....?

36
- ☐ 1 University of Maryland
- ☐ 2 Other Maryland State College
- ☐ 3 University or College in Washington, D.C.
- ☐ 4 University or College not in Maryland or D.C.
- ☐ 5 Trade or Technical School

37-38 WHAT IS YOUR CURRENT MAJOR? _____

39 DID YOU LOSE ANY CREDITS IN TRANSFERRING FROM D.C. TO YOUR PRESENT SCHOOL? 1 _____ Yes 2 _____ No

If yes, how many and in what courses? _____

_____

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR PRESENT SCHOOL?

40
- ☐ 1 Not at all
- ☐ 2 A little
- ☐ 3 Well
- ☐ 4 Very Well
- ☐ 5 Excellently

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

## PART B

### MILITARY

41 DO YOU INTEND TO....?

☐1 Make a career of the military service ☐2 Return to school after service ☐3 Return to, or find a job after service ☐4 Other, *Please specify* _____

IS THE MILITARY GIVING YOU TRAINING CLASSES IN SKILLS WHICH ARE USABLE IN CIVILIAN OCCUPATIONS?

42 ☐ 1____ Yes ☐ 2____ No

43 IF YES, A. Are these classes related to your studies at M.C.? ☐ 1____Yes ☐ 2____No

44 B. Do you plan to continue training in this field when you leave military service? ☐ 1____Yes ☐ 2____

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

45 ☐1 Not at all ☐2 A little ☐3 Well ☐4 Very Well ☐5 Excellently

## PART C

### EMPLOYED

WHAT IS THE RELATIONSHIP OF YOUR STUDIES AT MONTGOMERY COLLEGE TO YOUR PRESENT JOB?

46 ☐1 Studies were necessary or required for job ☐2 Studies were helpful for the job ☐3 Studies were unnecessary for or unrelated to the job

PLEASE INDICATE HOW YOU FEEL M.C.'S CAREER OR VOCATIONAL COURSES ARE PRESENTLY STRUCTURED.

47 ☐1 Mostly practical experience ☐2 More practical than theoretical ☐3 About equally practical and theoretical ☐4 More theoretical than practical ☐5 Mostly theoretical emphasis

PLEASE INDICATE HOW YOU WOULD LIKE THE CAREER OR VOCATIONAL COURSES TO BE STRUCTURED.

48 ☐1 Mostly practical experience ☐2 More practical than theoretical ☐3 About equally practical and theoretical ☐4 More theoretical than practical ☐5 Mostly theoretical emphasis

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR CAREER?

49 ☐1 Not at all ☐2 A little ☐3 Well ☐4 Very well ☐5 Excellently

50-52 WHAT IS THE TITLE AND MAJOR DUTIES OF YOUR PRESENT JOB? _____

_____

COMMENTS

_____

_____

_____

*return completed questionnaire in enclosed, stamped, self-addressed envelope to:* OFFICE OF INSTITUTIONAL RESEARCH
MONTGOMERY COLLEGE
Rockville, Maryland 20850

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

PART II

GENERAL

53 WHAT PART OF M.C.'S PROGRAM WAS MOST IMPORTANT IN YOUR CHOICE TO ATTEND?

☐1 Special courses ☐2 Counseling Service ☐3 Job Placement Service ☐4 General Reputation ☐5 Open Admission Policy ☐6 Other, *Please specify* _____

54 DID YOU REGRET YOUR CHOICE OF COURSES AT MONTGOMERY COLLEGE?

1 ☐ Yes 2 ☐ No

If so, what do you wish you had taken? _____

55 DID YOU BENEFIT FROM THE INSTRUCTION?

☐1 No ☐2 Very little ☐3 Somewhat ☐4 Very Much

56 DID YOU BENEFIT FROM THE COUNSELING ?

☐1 No ☐2 Very little ☐3 Somewhat ☐4 Very Much

57 WERE THE COURSES TOO DIFFICULT?

☐1 No ☐2 A little ☐3 Somewhat ☐4 Very Much

58-59 WHAT WOULD YOU MOST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

_____

_____

UNIVERSITY OF CALIF.
LOS ANGELES
JUN 07 1974
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

60-61 WHAT WOULD YOU LEAST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

_____

_____

62 HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

☐1 Not at all ☐2 A little ☐3 Well ☐4 Very Well ☐5 Excellently

COMMENTS

_____

_____

PLEASE RETURN COMPLETED QUESTIONNAIRE IN ENCLOSED, STAMPED, SELF-ADDRESSED ENVELOPE TO:

*OFFICE OF INSTITUTIONAL RESEARCH*
*MONTGOMERY COLLEGE*
*51 MANNAKEE STREET*
*ROCKVILLE, MARYLAND 20850*